The Middlebury Campus

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Residential Life proposes changes to house system

By Thaya Brook
News Editor

The Residential Life Committee submitted its review of the residential house system to President McCardell Monday. The report outlines several proposed changes to the current house system, which would create a working relationship between the various kinds of small houses on campus and the enhanced commons system.

In order to examine the residential houses at Middlebury, the committee divided the house system into three parts: academic interest houses, social houses and small senior houses. The report states that the majority of the committee believes that "the houses should exist, but in relation to the commons—not as an extensive parallel and separate system."

The committee offered two answers to the long-debated question of if and how various types of houses can be affiliated with the commons system. Both the majority and the minority positions recommend that small, senior block draw houses, such as Longwell and Hillcrest, be absorbed into the commons system and incorporated into commons draw.

They also agreed that the individual residents of the houses should retain the commons affiliations they had before living in the house. Under this plan, residents of academic interest and social houses would maintain their relationships with their respective commons deans, would be eligible for all commons council positions and would participate in their own commons events.

The committee divided, however, over the issue of the affiliation of the houses themselves. The majority opinion suggests that these houses have no specific commons affiliation while the minority position suggests that each house be affiliated with a particular commons in order to "minimize the chance of creating two separate systems" and to facilitate co-sponsorship of campus events. This was also the

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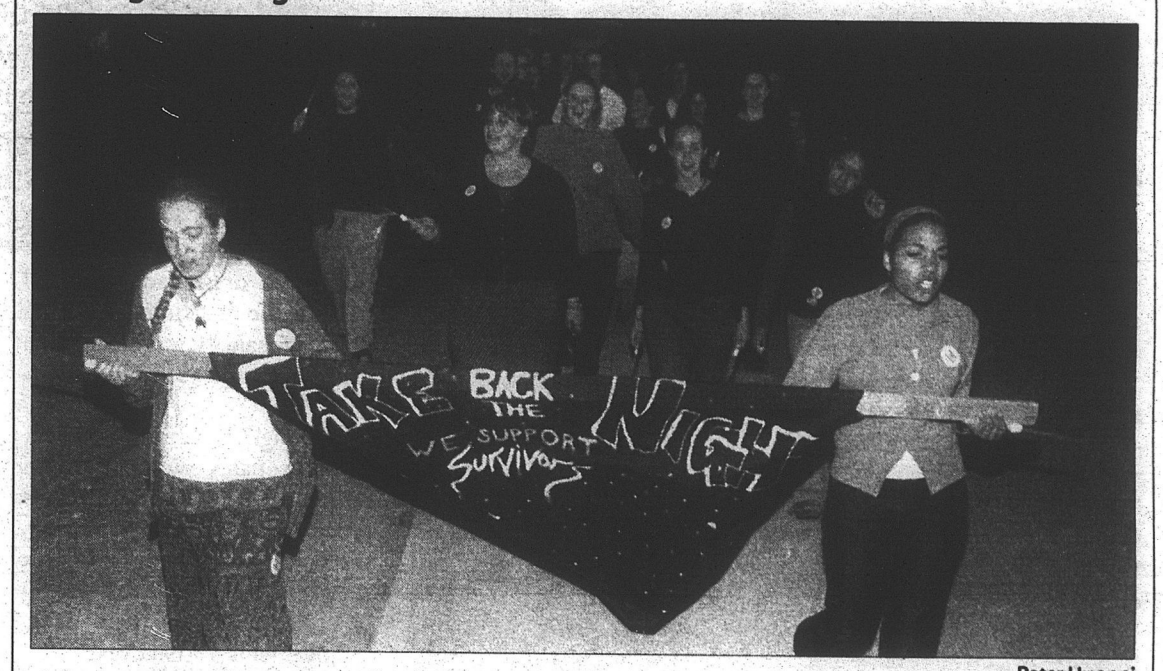
Leading the charge



Peter Huoppi

Wrapping up Take Back the Night Week, *members of the Middlebury community took part in a candlelight march last Friday to commemorate victims of sexual assault and domestic violence, and to celebrate women.*

New SGA constitution streamlines general assembly

By Meleah Chamberlain
Staff Writer

The SGA ratified a new constitution on Sunday, which was proposed by the Governance Task Force. The most controversial changes to the constitution involve the creation of the position of speaker of the House and a modification in the number of dorm residents per representative.

"The former SGA constitution was outdated and invalid," said Adam Platt '99, co-chair of the Governance Task Force, "We wanted to create something useful and, as the year went on, we had trouble adhering to a document that had so little relevance to the meetings. Our goal was to try to do something about the efficiency of the SGA, [addressing issues such as] people not coming to meetings and bills not [being] enacted."

The speaker of the house, who will be elected by the General Assembly, will replace the president as chair of the meetings, allowing the president to assume a more productive, active role.

"Since chairing the meetings is a minor role in the presidential duties, we hoped to make the system more efficient and better-run, and to reduce personal controversy," said David Cohen '00.

The other change that will be implemented next fall is a new system of representation that was proposed by Jason Oleet '00.5 and Doug Chini '00. The current ratio of one dorm representative to 50 students will be changed next year to one representative for every 100 students.

Under the suggestion of the Governance Task Force, representatives will also be encouraged to attend Commons Council meetings. Representatives for each academic department on the Student Advisory Committee (SAC) will no longer attend General Assembly meetings. The smaller number of represenatatives at the General Assembly, the SGA hopes, will allow for more effective meetings.

"A smaller representative body is likely to be more effective," said James Okomboli Ongonga '00, SGA vice president-elect. "It is not only a smaller, defined cabinet, but also a representative and objectively-appointed group."

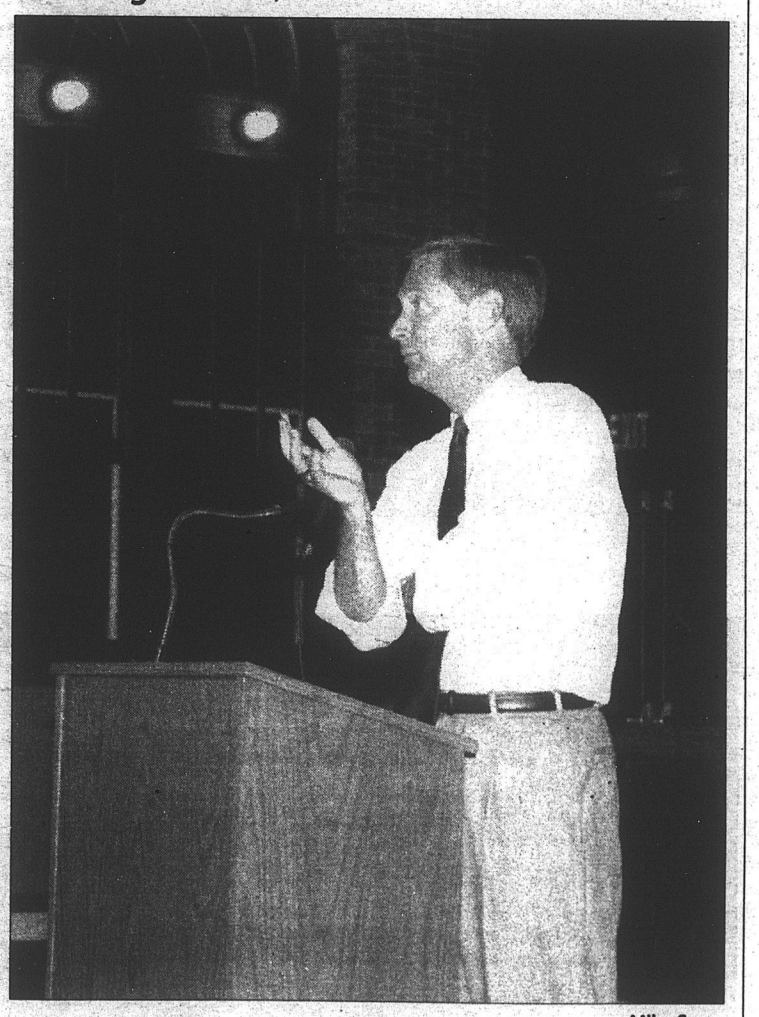
Dana Dunleavy '00, SGA president-elect agreed, saying that, "While [the representation proposed by the Governance Task Force] was a large change from this year's representation in SGA, it was a change that would make the SGA a more legitimate association."

Some members of the SGA believed that this change in representation is not powerful enough to better SGA's efficiency. "The system that was voted in is much like the current system, with just a token reduction," said Pete Steinberg '99. "It doesn't address the problems like people's voices not being heard and [poor attendance at] meetings. There will be fewer people [present at SGA meetings], but it's not a big enough change."

Other changes to the constitution include limiting of the number of committees on which an SGA member can serve to two. Other proposals included the election of commons representatives by class and a repeal of the bill passed earlier this year which requires the president and vice president to run on the same ticket. These proposals, however, did not win the majority vote.

"It will take time to get used to the new system," said John Felton '99, president of the SGA, "but the original practical document wasn't dramatically changed."

Debating a common cause



Mike Snow

Rolling up his sleeves, *President McCardell tackles sensitive issues about the development of the commons system.* *(see story page 2)*

Admissions office praises applicants for class of '03

By Dan O'Brien
Staff Writer

Director of Admissions John Hanson described this year's applicant pool as "the largest and strongest in Middlebury's history." The Admissions Office received 4,856 applications this year for the 540 available slots in the class of 2003.

This works out to an acceptance rate of only 30 per cent, although Hanson estimated that "80 percent of our applicants were academically qualified to succeed at Middlebury."

As if to prove this fact, 136 students received a perfect score of 800 on at least one section of the SATs. Several factors separated the admitted students from their peers, however.

"We look for students that have challenged themselves in a number of ways. Students who have taken the highest level of classes, such as advanced placement courses their high schools offer, have an advantage over students with have higher grade point averages but weaker transcripts," said Hanson.

High school students who assumed leadership roles also impressed the Admissions Office. In response to Hanson's question, "What would this candidate contribute to the Middlebury community?" the accepted students' profiles indicate that the class includes 182 class presidents, 532 team captains, 165 editors in chief, as well as the female log-rolling champion of the world, who hopes to exhibit

(see Admissions, page 5)

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COLLEGE shorts

By Chris Morgan and Megan Mabee
Associate Editor and News Editor

Catholic college objects to internship

The University of Saint Thomas, a Roman Catholic institution, recently refused to grant credit to a student who completed an internship at Planned Parenthood. As part of her sociology major, the senior, who does not want to be identified, was required to complete an internship for credit.

The president of the university, Rev. Dennis Dease, allowed the senior to complete her internship, but added that, "By granting credit , we would be endorsing her being mentored by an organization whose values and mission are at least in one sense antithetical to ours." In order to allow the student to graduate, the college chose to waive her internship requirement.

According to the student, the internship was arranged because she wanted to work with rape victims. The Catholic church opposes Planned Parenthood because the organization also performs abortions in addition to counseling.

The Campus Freethought Alliance condemned Father Dease's decision, stating that the university's claim of accepting diverse views was "little more than lip service."

Students rally to protest road project

Members of the University of Tennesse community staged a protest last week to oppose the construction of a four-lane bridge and major road on campus.

The Citizens for a Pedestrian-Friendly Campus protested the $21 million road and bridge which will connect the university's main and agricultural campuses. The group fears that the proposed project will endanger pedestrians, increase noise levels on campus, and threaten a Cherokee burial mound which exists on the campus. According to Todd A. Diacon, an associate professor of history and member of the group, there was no consultation between the university officials and members of the campus community.

The proposal still needs to be approved by the Department of Transportation and the university's Board of Regents before it can begin.

Spokespeople for both the Department of Transportation and the university maintain that the Cherokee burial mound would not be disturbed, there would be minimal danger to pedestrians and that noise pollution would be minimized.

Students complain about cheap diplomas

Students graduating from Georgia State University this spring say that they are outraged by the school's attempt to save money on diplomas.

The university recently elected to stop issuing diplomas professionally printed on 14-by-17 inch card stock and instead will use a laser printer to print 11-by-14 diplomas on linen paper.

University officials claim that traditionally 40 percent of each class's diplomas are thrown away because the students did not graduate or because their academic honors status changed. The new process will allow the college to print diplomas immediately before the graduation as opposed to ordering them several months prior to graduation.

Mexican university terminates labor exhibition

The Autonomous University of Baja California at Tijuana recently closed down an American professor's photography exhibit that highlighted the workers in the state's maquiladoras (factories in Mexico which are operated by foreign businesses and have proliferated since the establishment of the North American Free Trade Agreement [NAFTA] in 1994). The professor, who describes himself as a labor rights activist, had distributed leaflets inviting factory workers to come view his exhibit which was entitled "NAFTA—Not a Fair Trade for All." The central work, called "Mask of Democracy...Unmasked," depicted four maquiladora workers porting Halloween masks and pen names, in conjunction with a photo showing the same workers identified by their real names. The university claims that it supports freedom of expression, but it was bothered by the fact that the American professor was meddling in Mexican politics and using the university as a means to further his political agenda.

Source: The Chronicle of Higher Education

Room draw receives mixed reviews

By Mary O'Brien
Opinions Editor

Although many students were unhappy with the results of this year's revised room draw, the Office of Residential Life has expressed its belief that the overall process went smoothly. Room draw ended last Monday as rising sophomores completed open draw.

Assistant Director of Residential Life Paige Budelsky said she felt that room draw had gone well. "This is the first time I ran room draw," she said. "It was definitely an experiment and a learning experience."

Although she admitted that students probably didn't share her opinion that the room draw process went relatively smoothly, she said that she had the impression that many students were in fact happy with their living arrangements for next year.

"Of course we hear from students who are not happy, but that seems to be a pretty small percentage," Budelsky said. "I think people are blaming the commons draw if they are unhappy, but that really isn't the reason for students not getting the rooms they wanted."

Karu Kozuma, CRA of Cook Commons, agreed with Budelsky, saying that overall he felt that room draw had been successful.

"It was a learning process for both sides, and there are some legitimate complaints and negative feelings toward the [results] of the draw," said Kozuma. "But I think that some of those problems are just problems that occur with any room draw."

Kozuma explained that although commons draw has existed in past years, this was the first year that it involved such a large portion of the student body. In the draw for on-campus rooms, those wishing to live in substance-free housing drew first, followed by those who participated in block draw for triples, quads and suites. The drawing for academic interest housing was then followed by the commons draws, which comprised 50 percent of the rooms on campus, and open draw concluded the room-draw process.

Budelsky mentioned the fact that Residential Life would like to streamline the room draw process for the year 2000. They are especially concerned with clarifying and codifying the guidelines for the various commons draws.

"With each commons having its own [guidelines for] room draw, I think many people got confused," she said.

Budelsky was quick to refute rumors that she had heard circulating around campus, such as the belief that sophomores are living in the Voter suites next year and in campus-owned houses such as Adirondack House. Both are untrue, she said, as is the perception that there aren't any rooms available on campus. Even after open draw, there were available rooms.

"One of the reasons the commons system works well is that it gives students more options in housing. ... First-year students have the chance to try any housing that they might want," Budelsky explained.

She emphasized the fact that the new commons draw system will serve to erode the current perceptions of various dorms that are traditionally associated with certain classes.

One of the reasons the commons system works well is that it gives students more options in housing. ... First-year students have the chance to try any housing that they might want.
—Paige Budelsky

However, again this year, between 100 and 150 students will go home for the summer without room assignments. This is not unusual, explained Budelsky. Many rising juniors who are unsure of their plans for studying abroad next semester drew rooms, but will eventually give up the rooms if they decide not to return to campus in the fall.

One of the students without housing is Stephanie De Fiores '02, who says that in some ways she is glad to be without a room assignment since she most likely will not be living in Coffrin, her last choice for housing. However, she says that she believes the commons system "doesn't work because of the way that it is set up now. Like in Cook Commons, there are lots of first-years, yet not a lot of upper-class housing."

Budelsky urged any students with comments or complaints concerning this year's room draw to contact either herself or Kathy Ebner, director of Residential Life.

She added, however, that a solution to the annual housing crunch that has been problematic in the past few years will have to wait, as new dorm construction will not take place for at least three years.

Town meeting provides forum for student voices

By Bryn Kenny
Staff Writer

President McCardell presided over the first of what he hopes will be many college "Town Meetings" as he discussed the enhanced commons system and other campus issues with members of the college community last night.

The initial agenda for the meeting was to address concerns with the current state of the commons system; however students raised several other issues, such as the administration's lack of success in communicating effectively with the student body on a daily basis.

"Information must be exchanged, listened to and acted upon," said one student at the meeting. Another student frankly asked McCardell to be more present on campus, and less "shy" in greeting students on the walkways. McCardell addressed student demand for more direct contact with the administration by proposing weekly Town Meetings which would start next year.

The importance of these meetings, he said, lies in the opportunity for direct communication between the students and the administration that they provide.

"I think more communication is always better," he said. "Speaking directly is always better than speaking indirectly. Having one's opinions heard first-hand is always better than having them quoted or reported, and I think an awful lot of misunderstanding can be avoided."

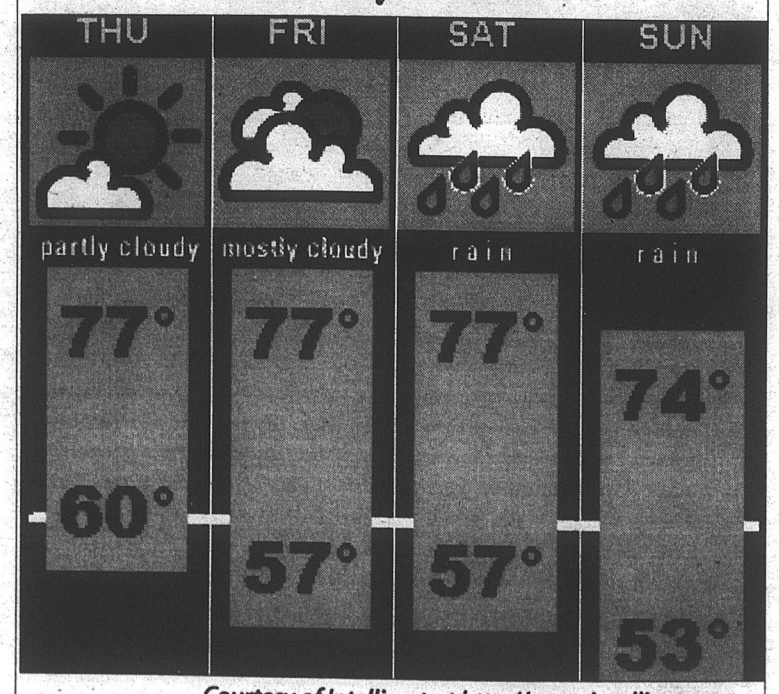
He did stress, however, that he expected these meetings to provide him with "a clearer sense of what is on students' minds, but not necessarily of student opinion" and remarked on the fact that the opinions expressed in the meeting were those of individuals, and could not be seen as representative of the student body as a whole.

McCardell opened the meeting by discussing the results of Middlebury's recent room draw, highlighting the fact that approximately 308 members of the class of '02 opted to stay in the commons they

(see Meeting, page 6)

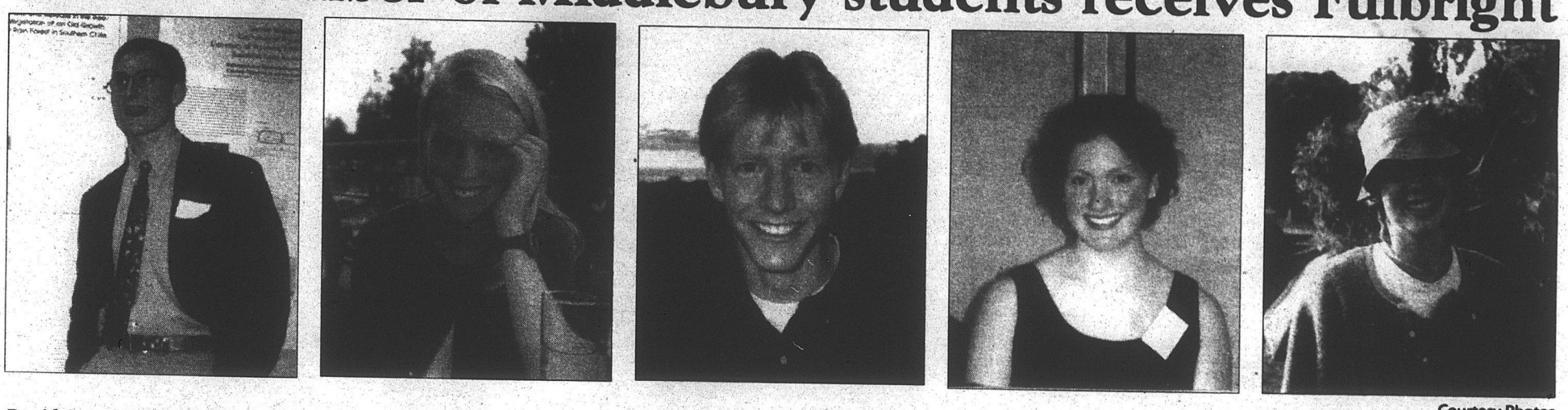
Campus Weather

Four day forecast



Courtesy of Intellicast at http://www.intellicast.com

Record number of Middlebury students receives Fulbright



Courtesy Photos

David Grass '99, Julie Crosby '99.5, Erich Osterberg '99, Kate Stone '99, and Ashley Palmer '98.5 will conduct research in Chile, Ghana, New Zealand and Japan next year as Fulbright Fellows.

By Lindsay Frost
Staff Writer

An unprecedented five out of the seven Middlebury applicants for the William J. Fulbright fellowship have received the award, Julie Crosby '99.5, David Grass '99, Erich Osterberg '99, Ashley Palmer '98.5, and Kate Stone '99 were all recently named Fulbright fellows.

The Fulbright Program, which is funded by the U.S. Information Agency, awards roughly 1,000 academic grants each year to graduating seniors and graduate students to fund a year of research abroad. This is the first time that such a high percentage of Middlebury applicants have received Fulbright grants.

Fulbright fellows are normally affiliated with a university in the country in which they will be studying. The program provides fellows with airfare, tuition and a stipend for housing, food and other expenses.

Middlebury's applicants for the Fulbright program are evaluated and advised by Director of Off-Campus Study David Macey and the Study Abroad Committee. Four to eight Middlebury students usually apply each year and, in past years, anywhere from 30 to 50 percent of these applicants receive grants.

"[The Fulbright program] is the culmination of one's intellectual and academic life and the launching pad for the rest of his or her intellectual and academic life," said Macey.

Crosby spent her junior year in Zimbabwe and Ghana and plans to return to Ghana for her fellowship. As a Sociology/Anthropology major with an English minor, she will unite her two fields of study through her research of Ghanaian literature "from a social perspective."

She plans to audit courses at the University of Cape Coast, where she studied last year, as well as travel around southern Ghana, living in homestays and discovering "how they read in real Ghana," as she put it. She will research literacy issues, explore the influences of oral literature on written literature and examine "more informal forms of pamphlet literature," which are available to people who can't afford to buy novels and are roughly equivalent to American comic books. The ultimate goal of her research is to develop a curriculum for teaching Ghanaian literature from a social perspective.

"I'm interested in cross-cultural representation," Crosby said. "If Americans can understand Ghanaian literature in the context of where it comes from, then that can help to address some of the gross misrepresentations of African countries that are found in the news media and in Western literature."

Grass, an Environmental Studies and Chemistry joint major, will return to Chile, where he spent last spring studying rainforest vegetation. His project will focus on lichens as biological indicators of atmospheric pollution in Chile.

While studying in Chile last spring, Grass learned that lichens could be used to detect levels of atmospheric pollution. As his project, he hopes to develop "a low-tech, easy and cheap means of detecting air pollution" in the rural agricultural areas of Chile where there is no equipment for detecting the large amounts of air pollution that greatly affect the crops.

[The Fulbright program] is the culmination of one's intellectual and academic life and the launching pad for the rest of his or her intellectual and academic life.
—David Macey

"People's burden to endure exposure to someone else's pollution gives them the right to know its effects," he said.

Grass will be doing field work outside Santiago, as well as taking classes at the University of Chile in Santiago.

Osterberg, a Geology major, will return to New Zealand, where he spent last fall, to research underwater chimneys and canyons on the continental shelf off of the eastern coast of New Zealand.

Osterberg learned of the existence of these underwater chimneys and canyons while taking classes at the University of Otago in Dunedin, New Zealand. The formations, which exist nowhere else in the world, have not been extensively researched. Osterberg, who studied marine geology and oceanography at Middlebury, saw a great research opportunity. "It was a really interesting project that was waiting to be done," he said.

In addtion to taking classes at the University of Otago, Osterberg will do field research, which will eventually be applied toward a master's degree in marine geology at the university.

Palmer, an East Asian Studies major, will spend twelve months in Japan, where she lived for two years with her family as a child and also spent her junior year in high school on an exchange program. Her fellowship will allow her to study the community solidarity of rural Japanese health care, as well as how a village or group works together to take care of each other: an aspect of Japanese collective traditional cul-

(see Five, page 6)

1999 gift committees vie for senior contributions

By Kristine Palmero
News Assistant

The senior class gift, traditionally a symbol of class unity, has divided this year's class as the Senior Class Gift Committee and the Gift of Life movement contend for contributions from the class of 1999. Both groups have been active in putting flyers under doors and in mailboxes as well as soliciting students from tables outside Proctor.

Representatives from the Gift of Life movement and the Senior Class Gift Committee met last week to discuss a proposal that would allow both groups to sit at the same table outside of Proctor to collect donations, and would recognize humanitarian aid to Kosovo as a part of the senior class gift. The proposal was rejected however.

"We do not want to compete with each other," said Sreemati Mitter '99, founder of the Gift of Life movement. "Donations [to the Gift of Life] are not forced donations." Mitter hoped that the group's subsidy would be recognized as an official part of the senior class gift. The Committee has placed fliers in seniors' mailboxes, encouraging them to donate money as well as setting up tables in front of Proctor. Although a few underclassmen and faculty members have given some money, the majority of the money raised comes from the senior class. Mitter said also that everyone is told that the gift will be made in the name of the senior class and that most people who give money do not care. To date, they have raised approximately $500.

The Senior Class Gift Committee is unable at present to release information regarding the amount of money they have collected.

Ted Adler '99.5, co-chair of the Senior Class Gift committee, said that the proposal from the Gift of Life movement was rejected because a compromise would split the money seniors donate equally between the two groups. "[The Gift of Life] demands that the gift count for participation and that undermines [the Senior Class Gift Committee's] effort," said Adler. "The senior class gift has to go back to Middlebury College. The Gift of Life fund is a highly-engineered financial transaction to send money from the Middlebury College community to Kosovo. Just because it happens to go through the Chaplain's office doesn't make it a gift from Middlebury College."

Mitter said that giving money to the Kosovar refugee fund is the ultimate expression of gratitude to the College. "The whole point is that the money does help the school," said Mitter. "It gives good publicity, and its symbolic value is so much higher than [that of] five trees. We actually show the college what we learned—that we care," Mitter continued. "It is a gift that comes from the heart." Mitter said that the fact that the money goes to a humanitarian organization, instead of to the college, is secondary to the nature of the gift.

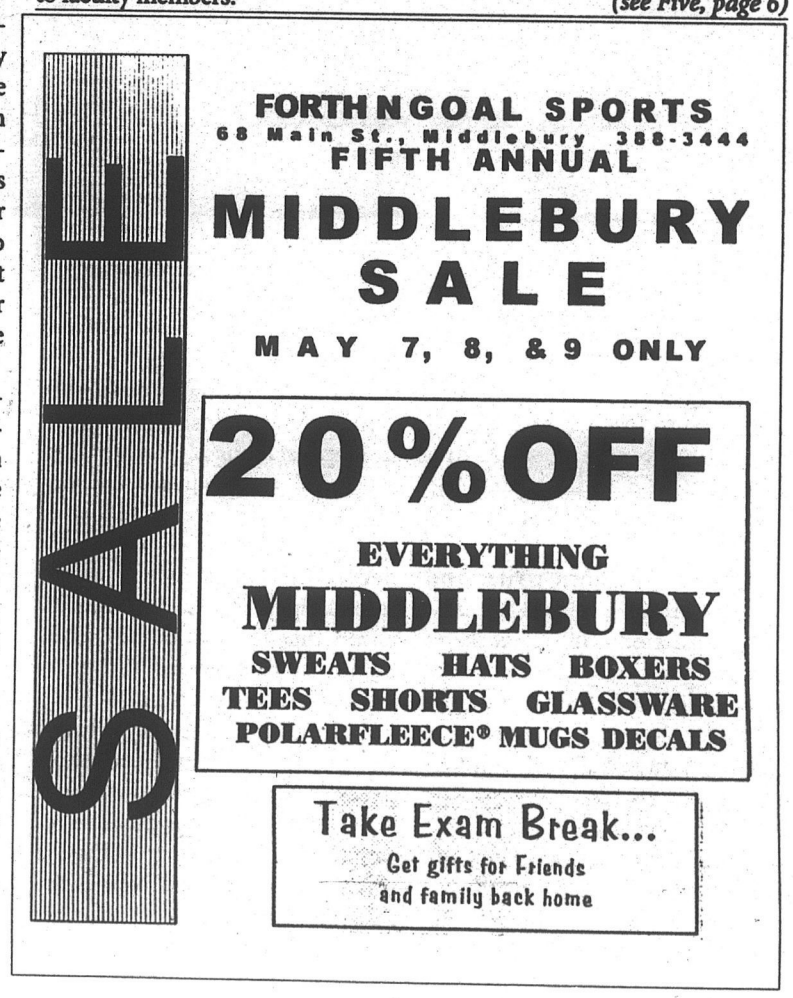
Mitter also commented that the money which the senior class raises is symbolic. "In terms of money alone, $10,000 is a small amount," she said. "[What we want to do with the money] is to give a gift that has humanitarian interests at heart."

The Senior Class Gift committee had considered the idea of working with Habitat for Humanity, but decided against it for legal reasons, and because it does not meet the criterion of giving back to the college. "Symbolism does not help financial aid, facilities management and making up for the 40 percent of the college operating costs not covered by the budget," said Adler. "Had the Kosovo option been proposed in February, it would have been rejected because it's not a gift [that is given] back to Middlebury." Adler added that it is pointless to try to change the gift now because the Gift of Life option was not available for consideration when the committee made their original decision.

Members of the Gift of Life committee commented on the restrictions that such a criterion places on the allocation of the class gift. "The fundamental problem is that [the class gift] would have gone to the Alumni Office," said Milda Darguzaite '99. "Why should the Gift Committee have to be associated with the Alumni Office?"

Some believe that the controversy has injured class unity. "[The class division caused by this controversy] is tragic, and I know that most members of the committee are tired of feeling bad about themselves because they're trying to help the college," said Adler.

Mitter, however, said that the project has strengthened class unity. "It wasn't like we were united in the first place. I only found out about the class gift because I heard two of my friends [who are on the committee] talking about it," said Mitter. "This project has a dialogue among a diverse group of people in our community, from members of social houses to the International Student Organization (ISO) to rugby players to faculty members."



Simon urges strong US action against poverty

By Matt Potenza
Staff Writer

After being presented with the first and only official "Middlebury Bow Tie" (as it was noted that not even President McCardell owns such a treasure), former Senator Paul Simon of Illinois, whose fashion trademark continues to be the bow tie, spoke both passionately and wisely on the topic of poverty at the 11th annual David K. Smith Lecture.

We need people who are going to stand up and do what is unpopular. ... We're all in this ball game together.
—Paul Simon

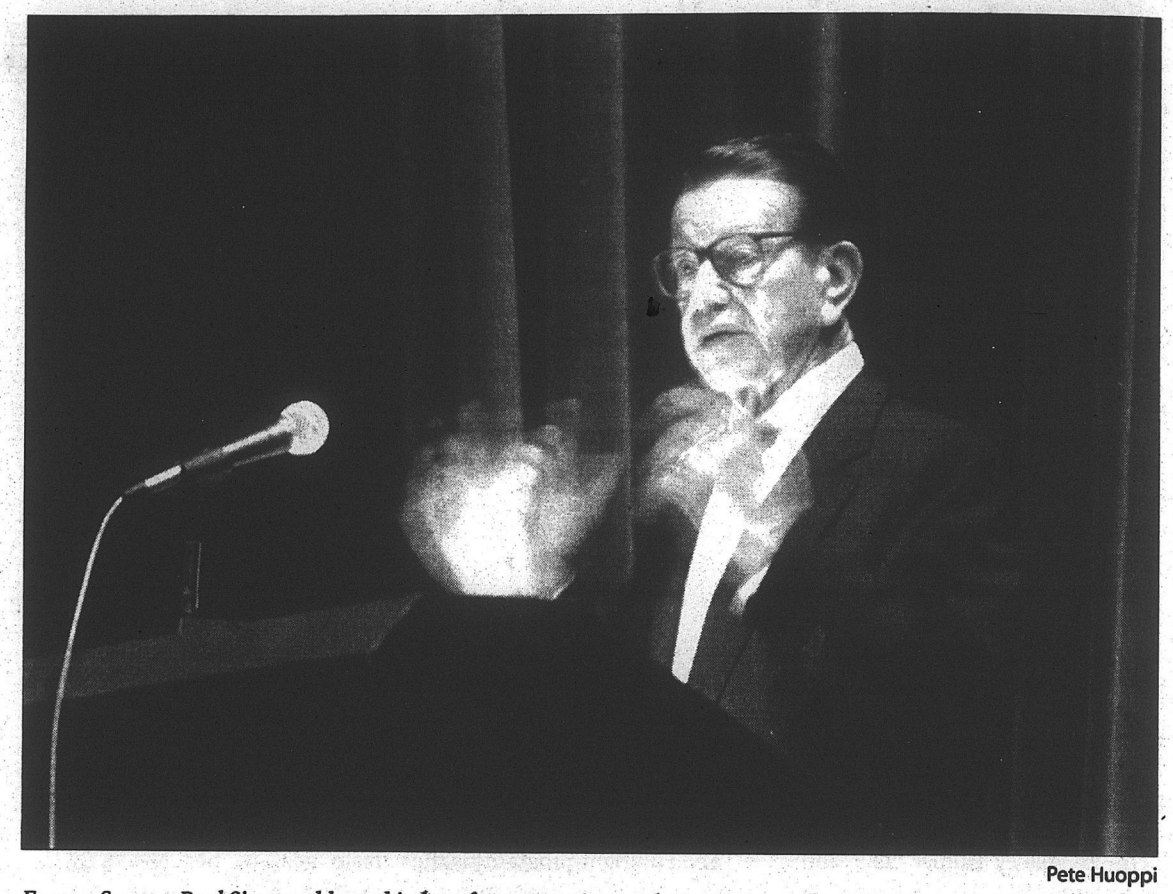
Smith, a former economics professor at Middlebury, stated before introducing Simon that "Economics can be of the head, but it very much needs to be of the heart." He went on to say that this annual lecture is meant to "bring the combination of the interests of the head and the heart to Middlebury College." He said that Senator Simon is the perfect example of a man who brings together "the instincts of the heart with the professional knowledge of the head."

Simon opened his speech by pointing out that there is a growing disparity between those who are fortunate and those who are less fortunate, and if this trend continues "we will have an explosive situation." Most people, according to Simon, never consider such facts, and the general trend in this country is to "look intently at superficial things and ignore fundamental problems."

He used the controversy over the burning of the American flag as an example, pointing out that out of 250 million Americans, perhaps two to four people will burn a flag each year.

"To make an amendment to the constitution [against flag burning] would be trivializing the constitution," said Simon. "We need to do other things to make people proud of our country."

"One of the common myths of this country is that a large portion of our budget goes to the poor," said Simon. He said that, in reality, only 3 percent of the federal budget goes to such aid. He proceeded to contrast America with other countries, such as Sweden, where the government tends to spend three to four times as much money in poorer areas than richer areas, while in America the opposite is true.



Pete Huoppi

Former Senator Paul Simon addressed issues of poverty, crime and American apathy in his lecture in Dana last week.

"Do we need welfare reform? You bet," said Simon. "We need to teach people to be productive. The current program is self-defeating."

He then went on to connect poverty to crime: "Poverty goes with crime like a hand in a glove," said Simon. After pointing out that America had the highest percentage of children living in poverty out of any industrialized country, he then pointed out that America also has the largest percentage of its population living in jail.

He drew in the importance of education as a true means of crime prevention by showing that 82 percent of people in jail are high school

(see Simon, page 8)

Romanian poet, Codrescu, explores current unrest in Yugoslavia

David Barreda

Andrei Codrescu, frequent NPR commentator, spoke on the volatile situation in Kosovo in his lecture last Thursday.

By Mary O'Brien
Opinions Editor

"Thank you for sacrificing your afternoon to listen to the ranting of a Transylvanian poet," Andrei Codrescu said upon taking the stage in Twilight Auditorium last week.

A Romanian-born writer and poet, Codrescu explored the present situation in Yugoslavia through his personal experiences and travels around the world.

While Codrescu quickly engaged his audience with humorous banter, his responses became more subdued as the topic of conversation turned to the current situation in Yugoslavia. Using the recurring theme of sleep and sleeplessness, Codrescu analyzed Eastern European upheavals from his youth to present day.

"World War II was probably the world's greatest insomniac event, the greatest living nightmare we've ever seen," said Codrescu, explaining that, in the decades following the war, Europe fell into decadence. "In 1989, Europe awoke from a big, long nap. Everyone realized that the world they knew before had disappeared, that it was the end of a dictatorship."

Milosevic, Codrescu said, has stripped the Yugoslavian people of peace, economy, government and leadership. But he was quick to remind the audience that Milosevic was an elected official. Now is the time for the people to call for his removal, Codrescu argued.

"All I want is a good night's sleep," Codrescu explained, saying that he listens to radio reports from Eastern Europe many early mornings, knowing that it is already dark in that part of the world. This is the time, Codrescu explained, when the bombings begin and the planes begin flying over the Kosovar and Serbian homes. "They aren't getting any sleep there, either," he surmised, referring to his theme.

When asked by an audience member if he felt that NATO and U.S. involvement was a detriment to the plight of the Kosovar people, Codrescu said that he had no doubt that someone had to intervene in the situation in order for the conflict to be resolved. He questioned the role of NATO air strikes, but alluded to the fact that some action was better than no action at all. What happened in Bosnia cannot and should not happen again, he cautioned.

The major problem, he said, was that it was a "war being fought by committee," with too many different nations using different tactics. What should have been done, he said, would have been to take faster, preventative action in the mid-1990s.

Lightening the tone of his talk, Codrescu turned to his current project, "Messiah," a book about two people with very different pasts who meet in New Orleans, Codrescu's adopted home. What is different about this book, he said, is that it is one of only three great books about the city that uses it as a character and not just a setting. In response to a query raised during the question-and-answer period, Codrescu admitted that the book is being considered for a film production.

Codrescu is a regular commentator on National Public Radio's "All Things Considered," and has made several television appearances talking about his writing and commentary. Codrescu has published ten essay collections, many volumes of poetry and three novels, the most recent being "Ay, Cuba! A Socio-Erotic Journey."

Codrescu was born in and lived in Romania until he and his mother fled in 1965. In a program that worked for the freedom of Romanian Jews, the Israeli government offered the Codrescus a grant of $4,000 to use to emigrate to Israel, however the two used the money to come to the United States instead.

"I guess that means I owe the Israeli government $2,000 plus interest," Codrescu joked. "But I plan to pay it back. All of it."

Codrescu delivered his lecture, "The Wages of Relentless Travel: Two Revolutions and Countless Upheavals" as part of the Robert W. van de Velde, Jr. Memorial lecture series. The van de Velde '75 lecture series was established in 1981 by R.W. and Barbara van de Velde, in memory of their son, to bring prominent figures in journalism, particularly broadcast journalism, to speak at the college. Previous guests have included Frank Sesno '77, Cecil Forster '64 and Jane Bryant Quinn '60.

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Koestner dispells myths about date rape at college

By Megan Mabee
News Editor

Sexual assault educator and activist Katie Koestner recently shared her story of sexual assault with the Middlebury community. Koestner's talk was the keynote presentation of FAM's annual "Take Back the Night Week" which strives to educate the college community about sexual assault and domestic violence, as well as to celebrate women and commemorate victims of sexual assault.

Koestner's story begins during her first-year orientation at the College of William and Mary, when she first became infatuated with Peter, a fellow student. After engineering meeting him in the cafeteria, she arranged to study for a chemistry test with him and saw him every day for a week before he asked her out on a date.

Koestner remembers being thrilled to go out with him as he was popular, funny and looked like a model. She said that the date seemed to be going perfectly, as Peter ordered their dinner in French and invited her to spend the summer with his family in their island home off the coast of Greece. Shivers went up her spine, however, when Peter mentioned that while in Greece, Koestner would have to wear certain clothes, drink, stay home some nights and have sex with him when he desired.

Peter also pressured her to drink during dinner, despite her comment that she didn't drink, although she stresses that neither one of them was drunk at the time, as he only had two glasses of champagne, while she had two sips. Koestner also confessed to him that she wished to remain a virgin until she was married, at which he joked that she reminded him of his first girlfriend who had similar stipulations, yet ended up sleeping with him two months later. Koestner confesses to having had a knot in her stomach and speculates that Peter assumed that her willingness to give in to small demands, such as drinking, implied that she would give into larger requests later on, such as sleeping with him.

As 70 percent of the students at William and Mary were part of the Greek system, Peter suggested going to a fraternity party after the date; however, Koestner preferred the candlelit ambiance of a more intimate setting. Envisioning a quiet evening of dancing to a mix of her favorite songs that she had taped off the radio, Koestner invited Peter back to her room.

As they danced, Peter began to unbutton her dress, which led to a pillow fight that progressed to a tickling match on the floor. While pinning her arms over her head with one of hand and lying on top of her with all of his weight, Peter began to kiss her aggressively. "I felt trapped," Koestner recalled.

Koestner remembers asking him to get off of her, and his reply that she needed to calm down and relax, that everything would be fine and she was thinking too much; that night was going to be very special, he promised. He then became angry with her, asking her what she thought would happen when she invited him to her room. She wondered why two people who liked each other couldn't be in the same room together without having sex.

Koestner said that many people have asked her why she didn't call for help at this time, or throw him out of her room. "I liked him, I liked him a lot, and I don't want any of you to forget that," she explained.

When he finally released her, she sat up all night, frightened by their confrontation, while he went to sleep in her bed. In the morning he apologized for his behavior, told her she should get some sleep and invited her to get in bed. Exhausted and eager to forgive him, she lay down and as she started to fall asleep, he began to kiss her neck. As she implored him to leave her alone, he pinned her against the wall and raped her.

Koestner reminded the audience that 84 percent of all rape victims know their attackers, that one in eight men rape or sexually assault in their lives and that one in four women are raped. "Do you think that I'm any different from you?" Koestner asked the audience. "Things can happen anywhere."

Koestner explained that her father, who works for the FBI, sent her to college with a can of mace. She admits that she didn't even think to search for it at the time, as she didn't think that she would need it on "a date with prince charming."

When Koestner reported the rape to the health center the next day, they gave her sleeping pills so that she could rest, and told her to come back later and take a pregnancy test. She then went to talk to a dean, who told her that she was emotionally distraught and was making a big deal out of the situation. He suggested that she and Peter resolve their dispute and get back together, as they "made a cute couple." Finally, she called her parents; however, her father told her that the rape was her fault because it took place in her room, and her mother worried that she wouldn't be able to find a husband because she was "damaged goods."

Despite a lack of support, Koestner pursued her case, and, at a campus hearing, Peter was eventually found guilty of raping her. He explained that he had assumed that when she finally stopped screaming no at him, he assumed she was willing to have sex with him. Koestner said that, to this day, Peter doesn't believe that he did anything wrong.

After the trial, 1,500 students signed a petition against Koestner, and many wrote obscenities on campus walls about her, and doused her car with honey and baby powder. Peter beat up his next girlfriend at her sorority a few months later, and Koestner's next-door neighbor dated him after he was found guilty at the trial. Koestner finally transferred to Cornell for her sophomore year.

Although the college suspended Peter for a brief period of time, he returned to William and Mary shortly thereafter, graduated with the rest of his class and went on to attend graduate school. Koestner explained that federal laws on sexual assault didn't exist when the rape took place six years ago, and even now the laws aren't always enforced even though they exist on paper.

Koestner confessed that she had many dreams about what she would do with her life, which including joining the Air Force or becoming a minister, however being raped drastically changed the course that her career would take. She returned to William and Mary and graduated Magna Cum Laude and Phi Beta Kappa with degrees in Public Policy and Women's Studies. Since then, Koestner has devoted her life to raising awareness about date rape.

During the last decade, Koestner has presented her program to students at more than 600 colleges, high schools and military institutions; spoken at international conferences on sexual assault; wrote a guidebook on model sexual assault policies; and encouraged Congress to pass the Campus Sexual Assault Victim's Bill of rights into law in 1992.

"They're a million things that I could do with my life," Koestner said. "I'm an idealist. I want a day with no more rape."

Koestner explained that speaking to campuses across the country could be an arduous experience, as male deans have freely admitted to raping women, and once, during her talk, a male student shouted out that he would have raped her too had he been in Peter's position. She admitted that the work was more rewarding than not, however, as an average of 10 students at every institution that she visits share their sexual assault stories with her. Koestner said that students' small acts of bravery are what keep her going, such as the story of a boy

(see Koestner, page 8)

A battle of words and wits

Courtesy Photo

With trophies to take home, *the debate team finished their season at the University of Chicago Tony Blair invitational, where James Meader and Adil Husain placed sixth and Doug Chini and Peter Nestor finished ninth.*

Admissions office praises applicants for class of '03

(continued from page 1)

her craft upon matriculating at Middlebury.

For the first time in Middlebury's history, accepted applicants represent all 50 states, including sparsely-represented South Dakota and its neighbor to the north. "The Dakotas are always interesting," chuckled Hanson. Although the Admissions Office is still receiving final decisions regarding matriculation, the school hopes for positive responses from the Dakotans, who are slightly outnumbered by the 105 accepted Californians in the class.

Hanson is proud of the diversity of the class of 2003. The school accepted students from 57 nations, and 71 percent of the group resides outside of New England, Middlebury's traditional stronghold.

"We easily could have filled the class with qualified residents of New York, Massachusetts or Connecticut, but we chose not to because we know how much students learn from living and going to school with different types of people," said Hanson.

Although 185 of the accepted candidates chose Biology as their potential major, topping the list of possible majors, Hanson cautioned against reading too much into the impact of Bicentennial Hall, which will house the sciences when it opens next fall.

"If a candidate interested in the sciences sees Bicentennial Hall, he might be encouraged by the facility and the school's commitment to the discipline, but most of our students, this being a liberal arts institution, are undecided as to their major when they matriculate," he said.

Hanson also mentioned one benefit that the impressive class of 2003 will create for current students. "The value of a Middlebury degree will get stronger and stronger as the school's reputation grows," he said.

SGA Briefs

1. A Library Planning Meeting is scheduled for May 7. Those who are interested in attending should contact Irakly Areshidze at x3995.
2. Budgets for student organizations will be released this week.
3. Staff Appreciation Week was successful; thank you to all who helped out!
4. Bills passed this Sunday at General Assembly includes
   a. A bill to encourage senders of important all-campus messages to send them to all students, rather than to commons co-chairs.
   b. A bill stating that the SGA web page will be updated weekly with the minutes and bills of the meeting.
   c. A bill announcing that the president's office hours will be published in the weekly calendar.
   d. A bill allowing members of the faculty and administration four meals per week in the dining halls, free of charge.
   e. A bill to install coat hooks on the wooden panels of the booths in the Grille.
   f. A bill establishing a program in which first year students and sophomores have the opportunity to receive academic advice in a formalized program from juniors and seniors.
   g. A bill to install a 25 mph speed limit sign on Hillcrest Road, as well as to enclose trash and recycle receptacles behind Proctor.
   h. A bill providing further information and better access to student finances.
5. The General Assembly spent nearly five hours on Sunday night discussing the newly revised SGA Constitution. Many changes have been made in hopes that the student government at Middlebury will be more effective in the future. If you have any questions concerning the revisions, please call Adam Platt at x4065 or Pete Steinberg at x3809.
6. THANK YOU TO ALL WHO HELPED MAKE SGA SUCCESSFUL THIS YEAR!

MacCracken explores various solutions to fossil fuel energy crisis

By Kristine Palmero
News Assistant

Michael MacCracken recently highlighted the fact that human activities play a more powerful role in changing global climate than nature itself in the 1999 Scott Margolin Lecture in Environmental Affairs entitled "Global Warming: The Increasing Effects of Human Activities on Climate." A senior figure in the United States Global Change Research Program (USCCRP), MacCracken is executive director of the National Assessment Coordination Office of USGCRP, which is responsible for assessing how global warming will impact the United States.

He began his talk by showing a picture taken during the Apollo mission of the Earth rising above the surface of the moon.

"Earth is a fragile body in darkness," MacCracken said. "We [used to] think that we were just along for the ride but we've realized that that's not true. Human activities have changed 50 percent of Earth's vegetation and our ozone layer."

MacCracken said that in 10,000 years, the atmosphere has stayed the same, but in the last 200 years alone, the geophysical state of the planet has been changed so dramatically that it is obvious that this metamorphosis is not nature's doing.

"Our activities are becoming as large as the natural activities in the past," MacCracken said.

We need [to have] confidence in future [technology] because it will solve the [energy shortage] problem...We will find a new energy source to replace fossil fuels.

—Michael MacCracken

In the last 500 years, MacCracken explained, the carbon-dioxide levels have remained constant, but there was a sharp rise in these levels when the Industrial Revolution began. "How much are you putting in the atmosphere?" he asked the audience.

Seven billion tons of carbon have been released into the biosphere. With six billion people on earth, he explained, the ratio should be one ton of carbon for every person.

Research shows that this is untrue, however, as developing countries release a lower amount of carbon per capita. The United States is responsible for emitting an average of five tons of carbon per person, and Europe releases three tons of carbon per person.

Although they do not use much fuel, developing European countries use energy inefficiently, the by-product of which is released into the atmosphere. MacCracken said that the projected carbon amounts in the next century will increase from six billion tons to 20 billion tons.

He continued, saying that people who talk about energy consumption and climate change come from four schools of thought. One group states that, before societies become dependent on alternative energy resources, such as solar panels or nuclear energy, these sources must be proved to be reliable and efficient since 80-85 percent of energy is currently provided by fossil fuels.

"Be sure [of the alternative energy resources], or don't do anything at all," said MacCracken.

He also described another faction of people who believe in finding alternative energy sources. "There's the other group that believes that... we have only one Earth. I want to make sure it's safe," he said. "This uncertainty is the very reason we need to take the action."

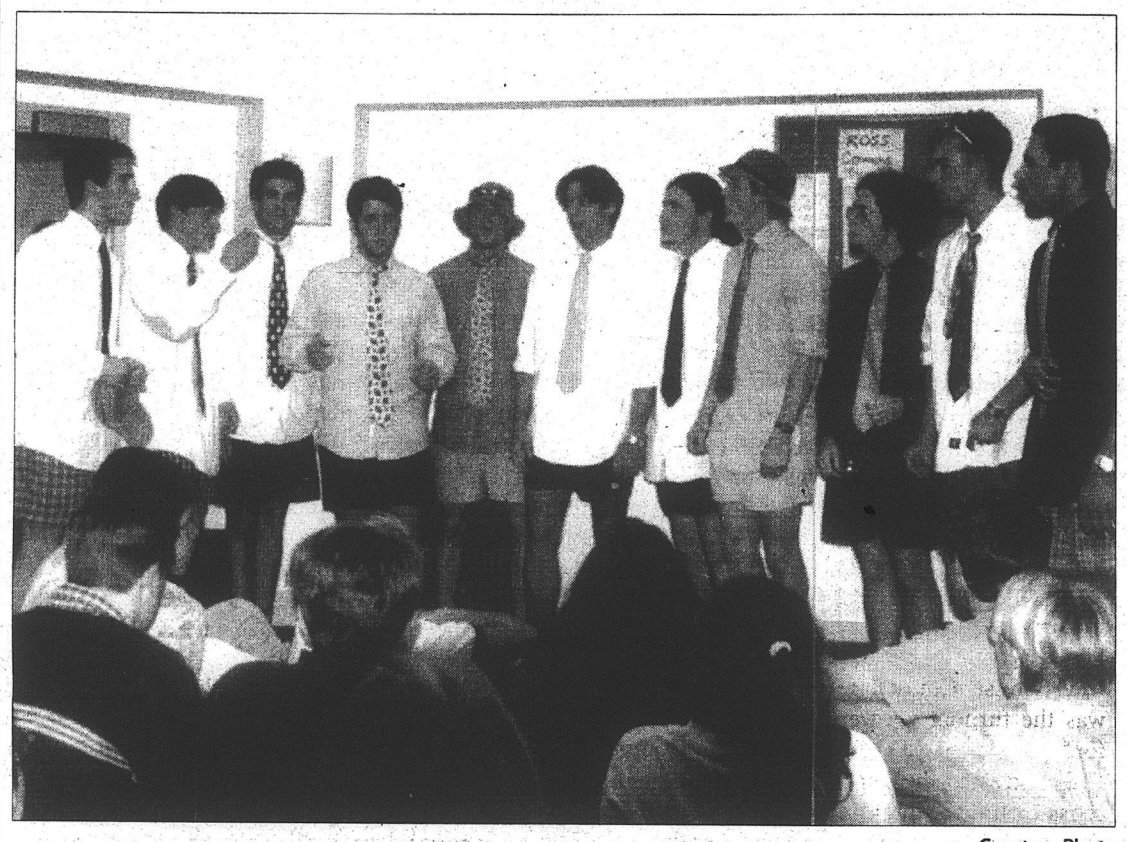
The third group believes that technology is the solution to energy resource problems. "We need [to have] confidence in future [technology]," he said, "because it will solve the [energy shortage] problem...We will find a new energy source to replace fossil fuels."

The fourth school of thought is the most dangerous, said MacCracken, because they are the ones who take an apathetic approach to the situation, asking, "Why should [the United States] do anything if no one else does anything?"

MacCracken gave evidence of current climate changes, citing rising ocean and land temperatures, melting glaciers and increasing rates of precipitation. He said that global average temperatures will rise one to three-and-a-half degrees centigrade, and that the sea level will rise by 10 to 95 centimeters by the year 2100 if emissions are not curtailed during the next century.

"[The Earth] is not something we've inherited from our parents," MacCracken said, "but something we borrow from our children."

My baby got sauce



Courtesy Photo

Caught with their pants down, *Sauce, the new all-first year a capella group, performed last week at a Ross Commons study break. Sauce is holding their first big spring show this Thursday at 8:00 p.m. in Mead Chapel.*

College News Briefs

By Thaya Brook
News Editor
and Kristine Palmero
News Assistant

Members of the class of 1999 plan for the future

The Career Services Office (CSO) reported that as of Monday, May 3, 70 percent of the 125 seniors who responded to a survey e-mailed to their class, expect to have full-time jobs by this fall, while 15 percent are enrolled in graduate school and another 15 percent will be involved in travel, volunteer work or fellowship work. Sixty percent of the senior respondents will start jobs in a variety of industry segments, including the environment, education, computer, health/care medical and legal as well as in sales and marking, government and Middlebury College. Forty percent will start working in the banking/finance and consulting fields. "We hope to use the information to improve our services and convince more first- and second-year students to access career planning services sooner," said Jim Shattuck, Interim Executive Director of CSO.

College names former governor Bicentennial Fellow

This fall, Middlebury will welcome former Vermont Governor and current Ambassador to Switzerland Madeleine Kunin as the Bicentennial Fellow-in-Residence. Kunin was born in Zurich and immigrated to the United States in 1940. She served as a member of the Vermont General Assembly and as lieutenant governor of Vermont before becoming the first woman governor of the state in 1985. She has received honorary degrees from Middlebury, Mount Holyoke, Williams, University of Massachusetts and others. She has led trade missions to Japan, Switzerland, Germany and Canada.

"I am excited about coming to Middlebury," said Kunin. "And [I] look forward to working with students and faculty of this outstanding academic community."

As Bicentennial Fellow, Ambassador Kunin will work with students and faculty in a wide range of areas, including two of the college's "peaks of excellence" — environmental studies and international studies. Ms Kunin will present public lectures, advise student theses and independent work, collaborate with faculty on projects, offer guest lectures in classes and possibly co-teach courses.

Kunin will become a Bicentennial Fellow effective September 1, 1999.

Meeting opens lines of communication

(continued from page 2)

were assigned at the beginning of their freshman year. Some students were reluctant to accept this data as an indication of the first year class's satisfaction with the commons system. A member of the class of '02 said during the discussion that his main concern in deciding to remain with Cook Commons was that he was concerned about "getting a room at all."

Much of the general discussion by administrative members of the audience focused primarily on the recent development of Ross Commons. The first commons to receive its own decentralized dining hall, Ross seems to the commons which will serve as a testing ground and model for future commons. McCardell explained that, in the wake of this year's room draw, the Residential Life Office is planning to focus its goals on the "variety and quality of student housing on a widespread level." McCardell expressed his hope to develop the system so that members of each of the five commons are given equally attractive options in choosing housing, so that students will want to remain members of their commons, instead of seeking housing in what might be considered to be a more popular dorm.

Several students in the audience expressed anxiety concerning the prospects of remaining fixed in a specific commons throughout their four years at Middlebury.

In response, McCardell focused on the advantages of finding friends in other aspects of campus life, besides just in one's residence hall. He also highlighted the educational benefits of the commons, and how each aspect will work together to provide for a more academic experience at Middlebury.

"The dining, the residence halls, the faculty, the sense of community...is what makes it a special educational experience," he said.

McCardell also addressed student concerns about the construction that will take place in order for the proposed enhanced commons system to become a reality. McCardell said he did not expect that the student body be completely satisfied with this reality but he promised that "every student will receive visible, obvious improvements [through the enhanced commons system]."

Five Middlebury students receive Fulbright grants

(continued from page 3)

ture.

Palmer will be taking classes at a Japanese university and also plans to study one community in depth to examine the ways in which the modern health care system in Japan complement or conflict with traditional ideas of health care.

"Countries look at each other's health care systems to find ideas about improving delivery, utilization and access to health care," she said. "However, I think it's important to keep in mind the intricacies of any particular society or tradition."

Stone, an International Studies major with concentrations in Japanese and history, spent her junior year abroad in Japan, and will return there for her fellowship. She proposes to study the situation of Japanese children on the homefront during World War II, many of whom were evacuated for their protection.

Her research will take the form of an oral history project and she plans to interview survivors of the war as well as look at records and diaries. She will also take classes at a Japanese university. When her research is finished, she hopes to publish an article on her findings.

"I had an amazing experience last year in Japan," she said. "I think a piece of my heart is somewhere in Japan."

SGA presents achievement awards

By Alison Hertel
Staff Writer

The college recently honored the recipients of the Baumgarten-Udzeniga Memorial Award and the Faculty and Staff Awards at a reception Sunday. Jeff Phillippe '01 and Siti Masturah Ismail '00 received the Baumgarten-Udzenija Memorial Award. Christopher Kent Wilson, professor of History of Art and Architecture, and John Newton, former security officer, received the Faculty and Staff Awards.

The Baumgarten-Udzenija Award is given to a student who exhibits the following criteria: excellent academic achievement, significant involvement in the Middlebury College community and compassion for others. The students are nominated by students and faculty, who submit their decisions to the deans for final approval.

Ismail, a Geography major from Singapore, is involved in the International Students Organization (ISO) and co-edits the ISO Newsletter. She is on the Leadership and Self-Development Committee, and is also the co-chair of Habitat for Humanity. Janine Clookey, the Director of Academic Support, nominated Ismail for the award and presented it to her at the reception.

Phillippe, a Geography Major from Niskayuna, New York, is the Community Outreach Coordinator of the Mountain Club. With the help of the Bicentennial Committee, of which he is a member, he is currently working on the Bicentennial Summit Extravaganza, a day next fall in which faculty, staff, students and alumni will be commemorated for climbing as many of the world's peaks as possible. He is also active in first-year orientation as a February Outdoor Orientation (FOO) and a Middlebury Outdoor Orientation (MOO) leader.

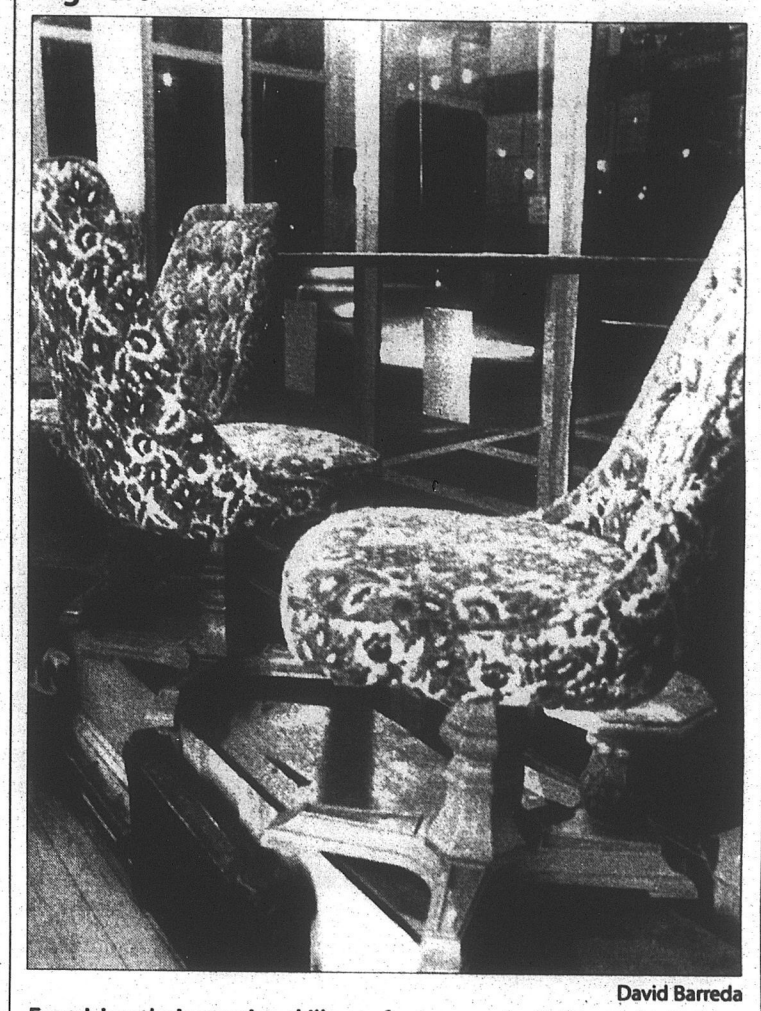
The award is normally given to one student, but this year the committee could not decide between the two equally-qualified students. Accompanying the award, which was divided between Ismail and Phillippe, are a plaque with the students' names that will be hung in the Crest Room and $400 to be used towards tuition or books.

The Baumgarten-Udzenija Award was established two years ago in honor of Matteo Baumgarten, of the class of 1998, and Marija Udzenija, of the class of 1999, who were killed in an automobile accident on Route 87 on October 18, 1995.

Faculty and staff members are nominated for the Faculty and Staff Appreciation Awards by the college community. The SGA considers the nominations and then makes the final decision on the recipients.

"All of the nominees were deserving of the award," said SGA President John Felton '99. "It is never easy doing that vote, but two really great winners were chosen from among some great people."

High art



David Barreda

Exercising their creative skills, *students rearranged this expensive-looking furniture to make an artistic statment.*

Report proposes revised house system

(continued from page 1)

recommendation proposed by the 1991 Residential Life Committee.

Many members of the social houses support the majority position and feel that one of the benefits of the house system is that it provides a place for people from all commons to meet.

"I have a very positive reaction [to the recommendations of the majority position]," said Jessica Silverman '00, president of the Inter-House Council (IHC). "It was the turnout we were hoping for."

She stressed the importance of cross-campus representation in the social houses and said that she believed this proposal was a way to ensure that this sort of diversity continues as the enhanced commons system moves forward.

Michael Hartt '01, co-chair of the Residential Life Committee and of Wonnacott Commons, echoed Silverman's response.

"How do we maintain the feeling of not just being a part of a commons," he asked rhetorically. He went on to say that it is important that students continue to feel that they are a part of Middlebury as a whole as well as being a part of a commons and that the mixed grouping of the houses would help to foster this feeling of community.

Other student leaders in residential life are more wary of the proposal to mix individual commons affiliation with affiliations to specific houses.

"I don't think it will [work] really well," said Joseph Fioretti '00, Brainerd Commons co-chair. "They started implementing things before they were ready and this will be a setback."

Fioretti said, however, that he felt it was "the best they could do" right now, although he did believe that the plan was "not really helping" the commons system to move forward in terms of unifying the campus.

Committee member and Associate Professor of American Literature Tim Spears remarked on the fact that students should not feel that they are leaving their commons when they go to live in a house but should instead consider it to be only "a kind of temporary stay outside the commons," especially since residency in a house would be limited to one year.

In reviewing the academic interest houses, the committee felt it necessary to further subdivide the category in the future. They suggested the college distinguish between language houses and what they termed "living and learning centers."

The committee recommended that most aspects of the language house system remain in tact, with a few alterations. They recommend heightened attention to a language immersion experience for residents of the houses and the addition of a resident teaching assistant (TA) for each house.

The TA would assist in teaching language courses at the college and would also coordinate programming in the house. The TA would also monitor compliance with the language code within the house itself.

The committee also recommended that these houses be dispersed throughout campus in order to "create a more diverse mix within each campus 'neighborhood.'" Due to the concern that the houses could become marginalized if they were grouped geographically in "a neighborhood of language houses," the committee sought to integrate the houses with the rest of the campus through the commons system.

The report states that the majority of the committee believes that "the houses should exist, but in relation to the commons—not as an extensive parallel and separate system."

The other category of "living and learning centers" that the committee proposed would include houses such as PALANA and Weybridge. The committee recognized the importance of both houses' contributions over the past few years in helping Middlebury's "retention of minority students and those who are looking for alternatives to the mainstream student culture."

However, the committee distinguished further between the mission of a house like PALANA, which seeks to educate the college community in order to maintain diversity awareness on campus, and Weybridge, whose primary concern is to create a learning environment for its residents who can then bring what they have learned from their experience back to the greater college community.

Among the recommendations regarding Weybridge and its role as Middlebury's environmental house is a suggestion that Weybridge be tied more closely to the Environmental Studies department. The committee regards Weybridge as a "living laboratory."

Hartt likened the proposed Weybridge experience to a year abroad, where where students would immerse themselves in a way of living, in this case, one that is environmentally sustainable.

The committee recommended that PALANA continue to exist as a residential organization until "a highly visible center for cultural pluralism can be created in the MiddTown." Once this center exists, however, the committee recommends that PALANA cease to be a residential house.

The rationale for discontinuing a residential multicultural center parallels the sentiments expressed in the Human Relations Committee, which urged the college to "develop a plan to provide the type of living spaces which foster a culturally diverse community within the core residential system."

The committee believes that the college should strive to make all residential spaces on campus open to diversity instead of creating a separate, potentially marginalized space for minority students.

While PALANA RA and Residential Life Committee member Suzanne Minott '99 appreciates the amount of program planning that can be accomplished by people who live together, she also believes that "the mission [of PALANA] transcends living in a house."

Leroy Nesbitt, special assistant to the president, endorses the committee's recommendation, although he cautions that those who are planning the new center for cultural pluralism should consider the mission of the center carefully to make sure it addresses the historical problems that created the need for a multicultural center over eight years ago.

The question of whether to move the college's multicultural center to a more visible place on campus has been a long-standing issue. The committee felt that, with the myriad cultural organizations on campus, such as the African American Alliance (AAA), Alianza Latinamericana y Caribeña (ALC) and the International Students Organization (ISO), these groups could achieve their goals more effectively working together in a single center for cultural pluralism. Hartt described the proposed center as "something everyone sees on their way in and out of the student center."

Although the report recommends that the proposals of the Gender Studies house and Xenia proposals for residential status be given due consideration, it recommends that the activities of the Gender Studies house eventually be phased into the center for cultural pluralism as well.

The Residential Life Committee began its review of the residential house system in January of this year at McCardell's request. He asked the committee "to assess the original goals of the House System and the degree to which the objectives set for the House System when it was established in 1991 have been attained" and to "engage in a wide-ranging discussion of the relationship of the three-part house system to the enhanced commons system and to offer recommendations about how these two residential systems should be related."

Central to the committee's assessment of the house system as a whole were the "Eleven Principles of Residential Life" created by the1991 Residential Life Committee in their report.

The principles stress the importance of tolerance, diversity, student self-governance, contribution to the community and "support and complement [of] the educational mission of the college" in the residential structures at Middlebury.

The proposals in the report, said Hartt, "give the commons a great opportunity to interact with the houses in a new way."

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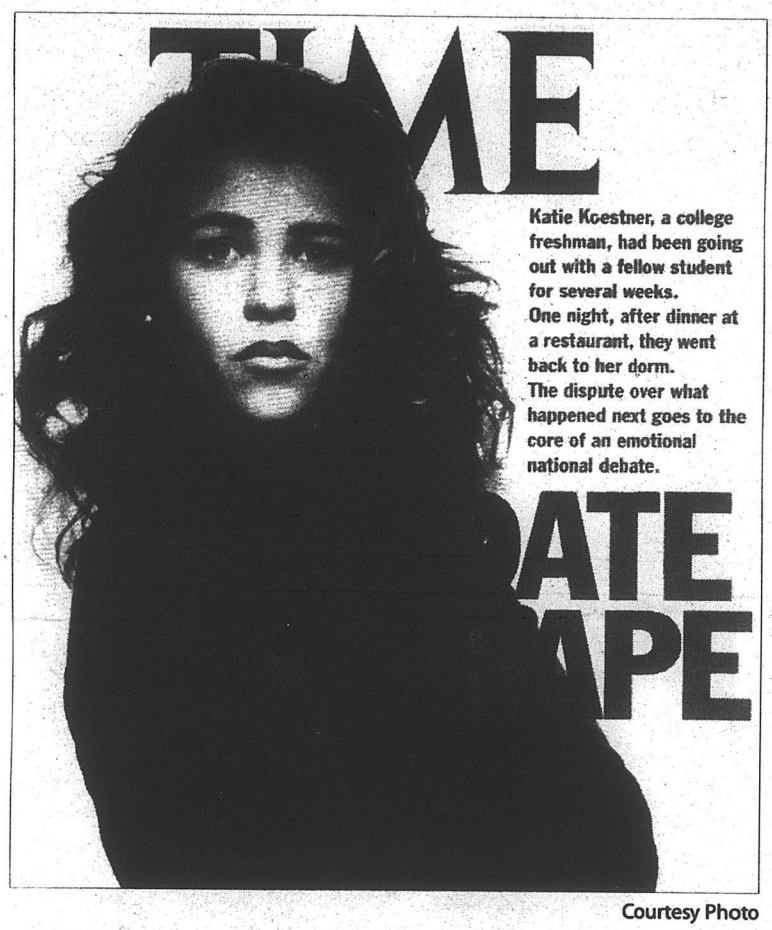
TIME
Katie Koestner, a college freshman, had been going out with a fellow student for several weeks. One night, after dinner at a restaurant, they went back to her dorm. The dispute over what happened next goes to the core of an emotional national debate.
ATE
APE

Courtesy Photo

Katie Koestner took her story public to educate the public on sexual assault.

Koestner dispells date rape myths

(continued from page 5)

who stayed up all night guarding the passed-out prom queen and standing up to four tough-looking guys who threatened to beat him up. She is especially encouraged by the men who attend her lectures, as it is her opinion that they can learn more from her experience than women can.

Koestner stressed the fact that consent, a "freely-given, mutually-understandable agreement," is what differentiates sex from rape. She urged audience members to aid a friend who had been raped by having him or her seek medical attention, counseling and legal advice.

"It's not about bashing men," Koestner said of her work. "It's about asking for help."

Koestner's talk was followed by the screening of the HBO docudrama "No Visible Bruises: The Katie Koestner Story," which she described as being only 15 percent true to her actual experience. While Koestner's case has received considerable media attention, including capturing the cover of Time Magazine, she pointed out that media still views sexual assault through a distorted lens, propagating myths such as the assumption that women are in some way responsible for being raped, and that marginalized women are predominantly the victims of sexual assault. Koestner added that the media was eager to publicize her story because she was the "perfect victim": a caucasian, upper-middle class woman who was raised as a Christian by a happily married couple with a comfortable home and pet dog.

Take Back the Night Week also featured "Licensed to Kill," a film about violence against gay men; T-shirt making to commemorate victims of sexual violence; a performance by the female groups, the Mischords and On Tap, to highlight the "Clothesline Project"; a speak out where victims shared personal stories about sexual violence; a rape training program for JCs, RAs and CRAs and a barbecue followed by a candlelight march.

"[Take Back the Night Week] went really well this year," said organizer Jessica St. John '01.5. "We got a lot of people talking, which is what the [week] is all about."

Simon urges strong US action against poverty

(continued from page 4)

drop-outs. He said that in the state of Illinois, while expenditures for prisons increased 804 percent from last year, education expenditures increased only 108 percent. "Education is clearly out of whack," said Simon. "Every American child should have a chance [to receive an] education."

Simon broadened his focus from American poverty to world poverty. "Humanity is not divisible," said Simon. He criticized America for contributing a decreasing amount of monetary aid to foreign countries. He pointed out the fact that other countries spend seven times as much per capita as America in foreign aid, placing America dead last when it used to be a leader in such financial assistance.

He placed the cause of this diminished leadership role on Americans' "lack of sensitivity to the rest of the world." He pointed out that only in America can a child go through elementary school and high school and not be required to learn a foreign language.

Simon claimed that in learning a foreign language, you come to better understand cultures other than your own. To the surprise of many, he then proceeded to say that the only country that ranks below the U.S. for percentage of students studying abroad is North Korea.

He said that with U.S. aid, the tragedy in Rwanda would never have happened. He said that if the U.S. had gotten involved in Kosovo earlier, such violent solutions as air raids or the possibility of ground troops would never have been necessary.

He pointed to the Columbine High School shootings as an example of the irrationality of Americans in resolving their problems. "Students should not have access to guns. Period," he said. "I've never seen a hunter with a Tek-9." He said that the lack of connection that drove those teenagers to murder reflects our society's tendency to neglect those that are different.

"We are seeing the economic segregation of America," said Simon. "Wherever we live in America, those around us are in the same income bracket." He said that we then tend to have a "those people" mentality when speaking of the poor. Breaking such a mentality is difficult, but only programs designed to change this perception will be effective in dealing with poverty.

"We need people who are going to stand up and do what is unpopular," said Simon. "All of you can play a role if you write to your state's senators and bolster them." He closed by reminding all present of the indivisibility of humanity: "We're all in this ball game together."

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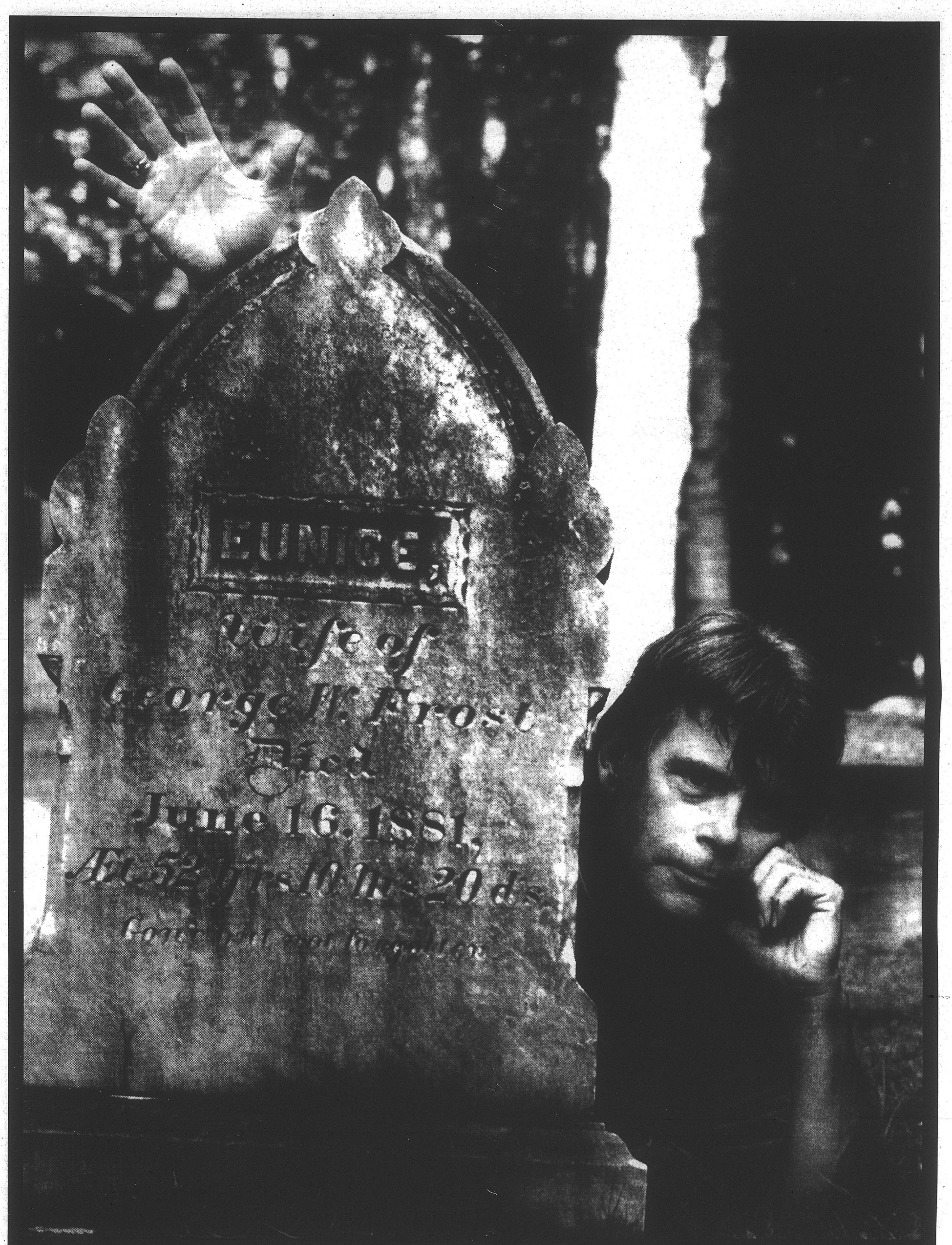

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Living and learning

It appears that the report of the Committee on Residential Life, which was originally scheduled to be released on April 15, was worth the wait. The report assesses the role of the house system on campus, including academic-interest, social and senior houses, and offers recommendations for how that system should be integrated into the enhanced commons plan. The committee's recommendations are generally sound and the trustees should endorse the report in full at their upcoming meeting.

The committee's recommendation that senior block draw houses become affiliated with specific commons is fair. Its suggestions for social houses, which acknowledge the important role that social houses play on campus, are refreshingly moderate.

It is the report's recommendations regarding "academic interest" houses that are bound to elicit controversy. The committee strongly supports language houses, citing the benefits of immersion as a supplement to the curriculum. These conclusions cannot be disputed. The report also suggests, however, that the PALANA Multicultural Center eventually be moved to a non-residential location in MiddTown, while the other "living and learning" center, Weybridge House, remain residential.

Though the recommendation will no doubt be a disappointment to some residents of PALANA, the distinction between the purpose and needs of the two "living and learning" centers makes sense. The stated rationale behind PALANA House is to "educate all students about issues of diversity," and to help the college in "attracting and graduating people of color." Another purpose is to demonstrate the college's commitment to diversity while providing a space that "will provide a place where some students can more securely be themselves."

These goals are better furthered through a large, prominent and centrally-located multicultural space. It is true that a residential center provides a unique support structure for students of color, but the educational aspects of PALANA would be enhanced greatly by making it more accessible to non-residents. In other words, if multicultural education is the academic interest of PALANA, it must be prominent and accessible to all. It is essential, however, that the residential aspect be phased out in such a way that the support structures currently built up at PALANA House are not lost in the transition.

The report argues, on the other hand, that Weybridge House promotes an academic interest that cannot be furthered in a non-residential setting. In the same way that language houses immerse students in a given discipline, Weybridge seeks to immerse students in the practice of environmentally conscious behavior. Yet the link between the Environmental Studies department and the Weybridge House has grown increasingly tenuous in recent years. Therefore, before a decision to perpetuate Weybridge is finalized, the ES department should, like the language departments, be required to demonstrate the compelling academic need served by a residential academic interest house.

If houses are to be maintained, both on the academic and social level, it must be done with an eye toward the role that they wish to fill on campus. It is not an endorsement of the goal of Weybridge House as opposed to PALANA that drove the Residential Life report, but a candid assessment of the best way to achieve those goals. While the conclusions may be disappointing to some, the recommendations probably serve the long-term interests of the college.

The Middlebury Campus

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Midd-Life Crisis
Zach Sinick
HERE YOU GO, LAST CARTOON OF THE YEAR!
UHH-OH, WITH ALL THE ALUMS AND PROSPECTIVES ON CAMPUS THIS IS A SENSITIVE TIME OF YEAR.
THE CAMPUS
SO?
SO THE ADMINISTRATION HIRED THESE TWO 'ADVISERS' FOR YOU
NO FUNNY STUFF.
THE CAMPUS
"FUNNY"? I GET IT!
Ahem.
SAM
SOCK
JEFF
ALL BETTER NOW.
MAN, I'M SO glad I willingly decided TO JOIN THE COMMONS SYSTEM TO GET GOOD HOUSING.
THEY SURE CARE EVERY ONE LIKES THE PLAN.
YEAH, THIS COLLEGE IS GOING all the way!

Alumnus analyzes president's actions

Morning comes early to Manchester-by-the-Sea. Time stands quietly for a student in a corner of our bedroom as sleep departs, in preparation for the rising of my family. Soon there will be work to do, but now we stumble toward breakfast with scratchy scalps to feed the animals first. Later, our daughter will be driven to school. Days begin like this for us because we are lucky.

Elsewhere there are people who are less fortunate. Beyond our horizon, a prelude to global war has commenced in Serbia. I believe it is a war which will come to our town. We have seen the effects of it on televison in the faces of the refugees, and it seemed to happen all of sudden, because of President Clinton and Secretary of State Madeleine Albright. They brought it to America. Now, we see the results of incompetent diplomacy in a badly-planned military attack against a far-away country which has been involved in a brutal, stupid, centuries-old ethnic civil war. Our leaders have intervened with too many generals and insufficient assets so that the agony of Yugoslavia will now become our pain as well. In fairness, we inherited a Balkan foreign policy which was allowed to fester during the watch of former president George Bush, who in turn was bequeathed the problem by a collapsing Soviet Union—the demise of which uncorked a seething cauldron of ethnic hatred which Mr. Clinton and Ms. Albright now feel obliged to remedy with missile and bomb diplomacy instead of financial aid.

This will perturb the Russians, who feel that Yugoslavia should be responsible for its own war and peace. There are many Americans who—for pragmatic, politically-incorrect reasons—agree with this unique concept, because we cannot "win" this war without ground troops. That is a fact. However, as soon as we arm KLA rebels or when NATO soldiers advance into Serbia, we will find ourselves at war with Russia. She will send thousands of military "advisors" into the fight. She will do this because NATO has been her sworn enemy for 50 years and old hatreds die hard in a nation which is impoverished, angry and fearful. Moreover, a NATO invasion will promptly reunite most former Soviet republics against us and cause Soviet-style communism to rise, phoenix-like, from its ashes...albeit with fractured and dangerously unstable command and control. It will be at this point that things will fall apart faster than we can influence events in our favor. It will be then that tactical nuclear missiles will start flying in the direction of our troops in the Balkans. Very quickly thereafter, Armageddon will come to America—to our cities and towns and our families. My family, my wife, our little daughter, our house, our memories and our promise for the future... All will vanish in a sudden, unbelievably violent conflagration of mutually-assured destruction. All because of Serbia. All because of our president. Why is he doing this? Why?

Fred Galacar is member of the Middlebury College Class of 1964.

Kosovo gift supporters persist in effort

We have made our point often enough to have shouted ourselves hoarse, and they have theirs. And yet, despite our firmly held principles and despite our strong opinions, we tried to sit down with them, for five tired hours last Thursday night, to work out an agreement which we felt would allow us to raise money for our separate gifts as one senior class. The terms of our proposal we include below, and ask you, as readers, to judge for yourself whether or not we have tried to forge an acceptable peace. Keep in mind, as you read, that this proposal was rejected by the members of the Gift Committee, and by the authorities at Annual Giving, for reasons as yet unclear to us:

We unite to propose a senior class gift of both Bicentennial Grove and the Gift of Life.

"We, the Senior Class Gift Committee and the Senior Class Gift of Life Movement, in an effort to represent the class of 1999 wholly, wish to recognize and pay tribute to Middlebury College as an institution and to the values that our experience here has instilled in us. To this common end, we unite to propose a senior class gift of both Bicentennial Grove and the Gift of Life. We pledge the following:

- To work together to support each other's gift-giving efforts.
- Assert that both gifts be given as a class, with the understanding that the gifts together reflect the gratitude of the class of 1999 to Middlebury.
- To recognize that senior contributions to the Gift of Life as well as Bicentennial Grove officially count as participation in the class of 1999 gift drive.
- Bicentennial Grove will only accept funds from the senior class. However, seniors, along with the

(see Solution, page 12)

Corrections

An Opinions article written by Jason Price in last week's edition of *The Campus* was incorrectly attributed to Jeff Price.

O'Donohoe looks back at Middlebury experience

Brendan O'Donohoe '99

When my grandfather was dying I don't remember seeing my mother cry. She simply packed her bags and returned to Ireland to see to make sure all the arrangements proceeded smoothly. My family didn't have enough money at the time to send all of us back with her, and I remember when us children stood in the doorway as my father drove her to Logan airport. It was about five o'clock. The sun hung low and red-orange on the horizon, surrounded by purple pink clouds. It was a good day for a celebration, or a vacation. My mother deserved a vacation far more than a funeral, but you often don't get to choose the road life sets you on; you only get to choose the way you remember it. So she returned to the hills of Kerry and my grandfather's thatched cottage for a week. I think that back then it was still thatched; I know that it is now tin. She then came back and then went back to school like the rest of her kids, so that she could become a nurse and put us through school.

All of us here are fighter, lovers and livers, and in our own way we have all had our battles, our loves and our celebrations.

I can only imagine the reasons why my mother never chose to show her tears to her children. I would like to imagine that in a melancholy way she felt pretty lucky; she got to go back to her father and say the things she needed to say, because she knew that the end had come. Today, and in the upcoming weeks another end will come, and I feel lucky that I am going to have a chance to say something to everyone before I depart. In a way I feel like I am dying; we are all dying. We pass through our lives, through our college, through our high schools, through our graduations and the jobs that follow them, perhaps never to see our friends, our family, and our precious acquaintances again. Sometimes we never get to say what we need to, or want to; it all fades into a forgotten phone call or a letter. We are on the edge of a terrible, glorious precipice, and eventually we all fall in. I feel lucky to know that today I am going to fall a little farther in, and be able to remember it.

For me, the best way to remember a thought is with a voice. I don't remember the appearance of the words in the books I read, only the imagined voices of the teachers inside. I remember the sound of the first girl I kissed at Middlebury. I remember the sound of upperclass laughter when I said something stupid in Bio 250. I remember the dull thunder of the first day at Proctor. I remember the cheering at all of our sports, especially at my own loved and hated cross-country meets. But still I don't know what I, myself, sound like.

I think that all of us have struggled to find our own voices at this school. Some of us have found it in academics, others in athletics, and others in art. I hope by the time you all approach your commencement that you begin to hear what you sound like and who listens. And that is all I have been for this year: a voice. You have seen the best and the worst of this voice. You have heard it sing, cry, lament, torment, and laugh. It hasn't always been pretty, and it hasn't always been pure. It has been, after all, me.

I thank you for letting me speak. I thank all of you for listening. I thank all of you who listened to my story, and all of you who heard it. And I hope that this fragmented, episodic, idiotic story has been your story, too. I hope you have lived with me, laughed with me, yelled with me, and above all... at me.

Any good art is nothing more than a mirror with two faces. One reflection is that of its maker's soul. I'm sure that you have enough of this vision to last two lifetimes. But the other image is the reflection of you that look into it. I know that my mirror was imperfect. It was illogical, ungrammatical, nonsensical, and cracked (or maybe on crack). I hope, though, that you readers have all seen something of yourselves in my writing. I hope you have seen yourself grotesque, cubist, depressed, hyperbolic, drunk, high, hated, manic, but most of all, alive.

And really, that is all that mattered to me about Middlebury. All of those who have said that Middlebury is an apathetic, tiresome and deadened place–you have not seen what I have seen. To me Middlebury has been alive. All of us here are fighters, lovers and livers (minus the cirrhosis), and in our own way we have all had our battles, our loves, and our celebrations. I hope that commencement for all of the seniors out there isn't the only celebration that you will have attended in your four years at Middlebury. I hope that every eight o'clock class that you have struggled to stay awake through has been a celebration. Every Saturday night that you stayed inside and studied, every class that you skipped, and every night you came home alone from a McCullough dance party was still a celebration. I hope that every national championship, every award, every disappointment from every job or internship, and everything has been a celebration that you have learned from, and has helped you find your voice. I know that it has

(see O'Donohoe, page 14)

Seniors discuss problems at Middlebury

This is not yet another article about the Senior Gift Crisis, although it was certainly inspired by it. It is rather an article about Middlebury in general and the crisis as a particular manifestation of Middlebury's problems and virtues.

Middlebury has numerous problems, but we will name three: student apathy, administrative hegemony (one wonders which causes which), and pride in elitism. Its virtues are academic excellence and aesthetic beauty, as well as its rich and varied social life (if you detect irony in the last Middlebury virtue, it's most likely your problem). Academic idealism conflicts with pragmatic materialism, for example, so that it is important to Middlebury that its alumni are economically successful, yet it is not important to provide opportunities on campus that will get students there simply because such pragmatism is in conflict with our liberal arts ideal. Ultimately, the Middlebury solution to any such problem is silence. Whatever you do, do not make an issue out of it. Encourage both sides to lower their voices, in which case both will coexist peacefully. Inevitably, stands are weakened and their differences blurred, and the student body can go back to the comfortable state of content and general agreement.

Students here will invariably complain about the fact that the student body has relatively little direct bearing on important issues concerning the long-term direction and development of this school. So, the Commons Plan was never put to a campus-wide vote, although student input throughout the discussions was nominally welcome. The SGA passes bills about vacuum cleaners and tennis court backboards, and campaign platforms include such important issues as cable television in student rooms. However, the often overlooked cause of Middlebury's administrative practices may well be the general student apathy towards issues that will not concern their time at Middlebury, and the subsequent acceptance of such current problems as the status quo that's not worth changing. Of course, we will not deny that there are worthy exceptions, yet during our four years here none of them have materialized in radical changes in Middlebury's administrative practices and/or student activism.

Middlebury does burst out every once in a while. Some steam seems to build up underneath the snow, and it needs to be let out. Last spring it was the April Fool's issue of The Campus. This year it is the senior gift. Unfortunately, Middlebury's bursts of student consciousness are not sustained and do not seek to challenge the structural fabric of this institution, rather they frivolously attack some manifestation of it and usually die out sooner than the problem is solved. Return to status quo follows, e.g., National Coalition Building Institute comes to sort out our discrimination problem but by then everyone tosses the letter of notification into that well-placed recycling bin in the mail room. The point is this: the student body is as much to blame for administrative hegemony as is the administration simply because we have never truly tried to change the premise of student exclusion from long-term planning of the college. We do not bother to lobby because we have at some point here realized that it is less trouble if we let them think of it for us.

Let's bring the Senior Class Gift into this as an example. First, the committee, in the true Middlebury tradition, forgot that they are representatives of the senior class, and that people would like to be part of the decision. Second, they went with the administration that wanted the grove of trees and was looking for money. Third, they respected the Middlebury vow of silence and were going to surprise the senior class on April 29 with a lovely brochure. They realize now that

(see Tendency, page 14)

Perlow reminds students to take advantage of college life

Lee Perlow '02

College is a learning experience; and I emphasize the experience. What isn't told to you in the college catalog or in MARS registration is that the books you read and the classes you attend are only a small fraction of what you are here to do—learn. The material you learn in class and the grades earned do not and are not going to compose solely who you are.

Middlebury is full of these experiences, with so many new things to do and to be exposed to. There are so many events taking place on campus that they often seem a dime a dozen when looking at the event calendar in Proctor. Reflecting over this past semester I realize that too many of these events get overlooked by students because we are too busy in our own daily schedules we just have too much to do. We also need to realize however why we are here at a liberal arts institution, and that is to experience as many different and new things as possible and to learn from these experiences—so we then can shape who we want to be and what we like. After all if you don't find out if you like something now when will you find out? It is not hard to attend something that sounds interesting to you, all you have to do is take the time out and go. It will not be worthwhile if you go and do not immerse yourself into it, so forget your watch and your worries and see what happens, see what you like—this is what college is all about!

We also need to realize, however, why we are here at a liberal arts institution, and that is to experience as many different and new things as possible and to learn from these experiences.

I urge you all to go out and try something new, or even try something you didn't like again. I know for me, campus performances have made my time here a whole lot more enjoyable, rewarding and well-rounded. This semester I found myself engaged with the Middlebury Concert Series, quickly becoming a regular. I went to my first performance regarding classical music as something I did not understand at all and thus could not fully take pleasure in. As I continued to go to the concerts I learned that you do not need to "know" anything about classical music in order to enjoy and experience a performance of it. I still do not know much about classical music except that it is something that I enjoy going to and listening to. It is great to escape from the daily race for a couple of hours in the evening to go and be refreshed by the world-class music offered here at Middlebury. The concert series this year had a broad range of music from the sounds of the Cyrus Chestnut Trio, an amazing and unique jazz group, to the classical music and bursting energy of the Takacs Quartet to the jamming sounds of Phil Keaggy on guitar. Go with a friend and listen for yourself to the truly amazing caliber of music that Middlebury brings to us.

It is experiences like these—when we have the chance to see, hear, and feel—that we can expose ourselves to the here and now and perhaps choose to continue and carry with us beyond college. What are the things you remember most so far about your time at Middlebury? I am sure they are not the tests you have taken nor all of the classes you have attended. Rather, what is remembered most are the endeavors and the new ideas and thoughts that have shaped you and your way of living in the world. The Concert Series is just one of the many events on campus that you can choose to add to the experiences you encounter here that can enlarge your perspective and open your mind. These experiences don't exist in one way—you can make them whatever you want or need; a supplement to class, a break from studies and every day life, or even to broaden your cultural knowledge.

So look into the guide you have sitting on your table in Proctor the next time you go, the event calendar, and see what interests you. There are so many quality events; some are listed and others are not, but in the wide variety there is something for everyone. Try something out for yourself, see what you like and what you don't. Make the experience your own and get the most out of it in whatever way you want.

Listen to your friends the next time they ask you to accompany them to events that they are going to. Take a walk through campus and read the signs that are posted, or wander into the Johnson or CFA art galleries. Whatever you do, or want to do, next semester, just remember that it is worth it to take some time out.

Robert argues against Choi's latest *Campus* article on Tibet

Zachariah Robert '01

As one of those apathetic students, I rarely read The Campus, but I admit I have been impressed occasionally by a few articles. Rarely, though, have I seen such a superb example of jejune pedantry as Danny Choi's latest article on Tibet. Truly, I was intrigued into a sort of quiescence by his explosive use of clichés, his poignant attempts at erudition and his masterly subversion of idealism, a typical and adolescent accusation of the those whom Danny might call his less-than-profound contemporaries. I am no stranger to arrogance, Danny, but if you are going to be arrogant, you mustn't take yourself so seriously and you must be a little more astute. Honestly, I find your article rather innocuous, but as I was eating my soup I thought to myself, "You rogue, be foolish and contest something." So here I am— it must have been the spices, and I apologize that my soup hasn't treated you kindly, but I suppose you deserve it. There is little I detest more than unjustified condescension. But enough pompous rhetoric—to my list of grievances!

First, you critique as trendy the American, and more specifically, the Middlebury concern for Tibet. By "trendy" I suppose you mean something people do because it is fashionable. Well, it is rare that one finds something that is more than a trend a countable number of times in a generation. Almost everything is a trend—it is just a matter of degrees. You can critique a group of concerned students as trendy, or you can critique a college columnist who, after a proliferation of articles on countries amending old transgressions (Germany, Switzerland, America), scripts an ironic little piece on Columbus and the natives. Hypocrisy is a tricky thing—I wouldn't make such a generous use of it if I wanted people to take me seriously. Even if people do not believe that almost everything is more or less a trend, it seems apparent that your article was trendy and hypocritical.

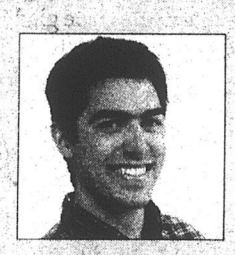
If you had merely said that, "I don't know why, but I don't think America should help out Tibet," I would have respected your article. That America is overweening and culturally imperialistic is a truism, and I would not have critiqued you for affirming it (though I certainly would not have lauded your originality either). Instead, you claimed, "I understand that things must be done, but I do not believe that it is our right or interest to do them." To paraphrase, you believe things should be done, sympathy should be felt, but for whatever reason, America should not partake in doing things, and Tibet should not be the recipient of any sympathy. If people need help and if we are capable and prepared to help, to which opinion your blurry logic comes closest, then the only reason to refuse aid is a sort of sadism.

I know you are not a sadist. What you probably meant is this: I am a conservative, and I believe it is more destructive to interfere with a country than to leave it alone. (You should work on your clarity if you want people to understand you.) The difficulty is that you are too much of a coward to admit to your opinion; the blistering oversights of your opinion protrude and pop and make you shy away from your own ideas. You realize that if NATO does not intervene, then thousands of people will die and a tyrant will reign in one of the most classically volatile locations in the world. This is why you said, "something must be done" and why you critiqued America for its "slow response to the crimes against humanity in the former Yugoslavia." Again, there are oversights in every opinion, and if you merely had accepted the oversights of your own opinion, that would have been tolerable. Instead, you avoided the question and began to accuse your opposition. On shaky moral grounds yourself, you start to sniff and yelp at the shaky morals of people with opinions other than yours. It all sounds like paranoid narcisism—wormish and revolting. A little hint:If you are going to be narcissistic, be talented enough to pull it off with dynamite and a good show.

I know it is a little overdone, but I would like to provide one more sample of your arrogance Danny. In your article you make astute references to Corporal John Smith, William Bradford, the concentration camp in Elmira, N. Y, and other such obscure instances, acting as though they were common knowledge. In response I would like to say, yes Danny, we all realize that you, in your loftiness, have memorized a few distant facts. (You may be surprised to learn that I, too, along with just about everybody I have ever met, know distant and worthless facts.) But if you are going to make allusions, explain yourself and make it a matter of interest and edification. Cryptic allusions do not

(see Robert, page 14)

DiMaria exhorts the merits of a different exam system



Mike DiMaria '99.5

Anyone who has been forced to stay on campus until the last day of finals in order to take their lone exam will tell you a system of self-scheduled exams deserves a closer look. Taking an exam whenever it would be convenient benefits the student in that two-exam days would be eliminated, as would the nerve racking atmosphere of a room full of cramming classmates. Other benefits include the chance to take an exam and go home before Christmas Eve, as well as the opportunity to prepare according to the student's own timetable.

This autonomy may also be the source of the greatest opposition to self-scheduled exams. Middlebury has an Honor Code. End of story. Test administrators may worry that their students will have the opportunity to give or receive unauthorized aid during their exams, regardless of the Honor Code. If a student runs the risk of suspension or expulsion based on violations of the Honor Code, then that student deserves the benefits that our code evokes. The Honor Code should not exist merely as a guideline for punishing its violators, but as a declaration of freedom.

It should liberate students from the boundaries of supervision and rigid scheduling. All Middlebury students sign the Honor Code and work under threat of its penalties, but the benefits are often unobserved in the context of exams.

Students may be under pressure to share the contents of an exam with their classmates after having taken it. Doing this is not smart; professors rarely grade exams singly. They assess a single exam in the context of the entire class. A student that, having taken the exam early, tells other students what is on the test will be subject to more competitive grading standards, and will do poorly when his classmates advantageously take the final later on. If this can pitfall be adequately communicated to Middlebury students, then the problem of exam security will dwindle. This argument assumes that students here are competitive enough to value their grade over the manipulative affection of a friend who wants to cheat.

Based on the fact that 11 percent of its very competitive applicant pool will matriculate at Middlebury, we can assume that students have sufficient drive to remain silent during exam time. Of course, it could also be stipulated that extremely motivated students would be under more pressure to cheat in other ways. Again, because students here sign the Honor Code, they must be trusted to obey it because they must endure its penalties should they violate it.

In addition, many professors already give self-administered exams, the nature of which prohibit the usefulness of class notes or textbooks. These exams require innovative problem solving skills and very little material that falls under the category of "read and regurgitate." These academic qualities should be what Middlebury strives for in the first place. For many courses exams like this would be difficult to create—difficult but possible.

The transition to a system of self-scheduled exams would be quite simple and would result in the more efficient use of time. Perhaps, to satisfy the non-believers, exams could be signed out with the requirement that they be signed back in within three hours.

This way students would have less time to cheat, perhaps less time to muster the initiative to plagiarize. Doesn't sound realistic does it? It's not. If Middlebury were to transition to a system where finals were self-scheduled, then the transition would have to be complete.

The trust would have to be complete, so that our honor could be entirely celebrated.

A proposed solution to the senior class gift

(continued from page 10)

wider Middlebury College community, are welcome to donate to the Gift of Life. This year the Gift of Life has been determined to be a humanitarian relief fund for Kosovo refugees.

- The funds collected independently shall be channeled to the two causes through two different Middlebury College offices.
- In the end, we will erect one plaque in the spirit of the class of 1999, commemorating both the Bicentennial Grove and the Gift of Life, and explaining that both gifts were given in gratitude to Middlebury College by our class.

Although it was decided that the Gift of Life is not considered worthy of being a senior class gift, we continue to remain determined to give our College a gift that gives more. We continue to believe that such a gift is meaningful, for it shows to the world that its students care about the things that we have been taught to care about. And we wish for that gift to be given by us as seniors not only to reflect the wishes of the majority among us but also to—and here lies the point—reflect precisely what it is that we have to be thankful for. The money, we point out again, is not going in our name but in the name of Middlebury College, and the humble tree that we plan to plant will remain as an enduring symbol of the spirit of generosity and humanitarianism that we have been taught. To reinforce this idea, we quote from the Middlebury College Handbook, p. 7:

"Middlebury College is an institution with a long-standing international focus, a place where education reflects a sense of looking outward, a realization that the traditional insularity of the United States is something of the past. We seek to bring to Middlebury those who wish not to only learn about themselves and their own traditions, but to see beyond the bounds of class, culture, region, or nation. Indeed, the central purpose of a Middlebury education is precisely to transcend oneself and one's own concerns."

We will erect one plaque in the spirit of the class of 1999, commemorating both the Bicentennial Grove and the Gift of Life, and explaining that both gifts were given in gratitude to Middlebury College by our class.

Many have accused us—and them—of having tried to divide the class. We disagree. Because the class was not united in the first place; or else, it was the kind of unity that occurs when no one is given a voice, when no one is asked for an opinion.

It was a silent detachment we had from each other, which has now grown—and which continues to grow—to a strong, indeed, impassioned connection, the kind that that comes about when there is a common cause, a meaningful discussion, an exchange of views; when there is something to believe in.

Over the past few weeks the e-mails have been flooding us, so much so that now those who support the Gift of Life number at over 50 percent of the senior class. And every brochure that we have put out, every poster, every flier, each and every slip of paper, has been painstakingly drawn and carefully worded and scrupulously hung all over campus by seniors. No development committee have we, to pay for swanky fund-raisers, no glossy brochures, no budget, nothing, but the endearingly inconsistent unprofessionalism of several students who have ignored final papers and thesis deadlines and all rules of sleeping and eating in the common wish to appear, during their last few weeks together, united in a cause. This, we believe, is the finest unity.

Now that our proposal for compromise has not been accepted, we ask only that this united class effort to give a gift which we want to give be respected, not ridiculed, not put to shame. We ask to only be allowed to go about our work, to continue to collect funds, to continue to believe. We have asked for a recognition that reflects the support we have been shown. It has been denied. We ask now for nothing else but to be allowed to continue, silently, slowly, but unhesitatingly, toward that common end from which we shall not be deterred.

We had hoped for peace. And we continue to hope that it will be perpetuated, if not officially, then on a personal level, among the various members of our class.

To those of you who have warmly supported the 'Gift of Life,' we extend our thanks. To those of you who continue to hesitate, we welcome your questions and comments. To those of you who doubt and disagree, we respect your position, but beg to be allowed to explain ours further. Above all, and beyond all, to the members of the class of 1999 and below we ask that you remember what it is that we tried to do.

This article is written and supported by Tarem Ahmed, Sandy Caron, Ginette Chapman, Milda Darguzaite, John Flemming, Senake Gajameragedara, David Grass, Sarah Kabir, Sreemati Mitter, Jason Price, Rogelio Sanchez, Dave Sterrett, and Don Sterrett.

Tuff promotes documentary film on student, staff, and alumni voice

I love this college that I will soon be leaving. I have considered it home for the past four years. However, over the past four years, I have seen much lost in the name of Middlebury College. Closest to my heart have been the losses suffered by the local environment (Ridgeline Woods, Bicentennial Hall, etc.). Other concerns of mine include the commons system, the lack of addressing issues of diversity (despite last spring's events), overworked junior faculty and the consequential losses of their ability to educate the individual, and personally, the lack of a peaceful meditation center on campus. However, these problems are symptomatic of the deeper issue at hand—the lack of democracy on this campus.

Nic Tuff '99

As a higher educational institution, one would think we would practice the fundamental right of democracy. However, when the central principal of democracy—communication—is denied to the student body, faculty and staff, democracy is nullified. This deterioration, in turn, results in further significant losses in our personal and communal freedoms, notably the freedom of knowledge.

I believe this college is not the property of any administrator, trustee or staff member. We are a collective community of students, faculty and staff. However, the power structure has allowed decision making power to be retained by a small number of people.

This system would be acceptable in the democratic framework, assuming communication (both output and input) is involved in the planning process. However, this cardinal step has been ignored lately. This has only led me to believe that there is a lack of faith in the community within this hierarchy. As John Dewey, the foremost influential thinker on American democracy, stated, "The task of democracy is forever that of creation of a freer and more humane experience in which all share and to which all contribute."

I see endless potential for this college. I also perceive that much of this potential has not been realized because of our inability to communicate and share decision-making. I wanted desperately to do something to improve this situation. So I acted on this intuition.

During my last semester as a Middlebury College student, I have been busy at working on a graduation gift to the college community.

I have created a documentary video which gives students, faculty, staff and alumni a voice. A sample of about 30 individuals answered the following question: "What sentence of advice do you have for Middlebury College?" I received some very interesting answers which can finally be heard by the community.

I have mixed these interviews with music and images to create what I feel is an emotionally engaging and thought-provoking catalyst for change toward a more democratic way of life on this campus.

It will be shown this Friday, May 7 (last day of classes) at 4:15 p.m. (after the last class) in Dana Auditorium. I hope anyone who cares for this college or would care to see what I have created for them will show up for my 24-minute video. For those who would like to participate further, the video will be followed by an optional discussion to discuss possible means of improving the situation on our campus.

This discussion will be moderated by next year's president and vice president of the student body, Dana Dunleavy '00 and James Okomboli-Ongonga '00.5. Hope to see you there.

I see endless potential for this college. I also perceive that much of this potential has not been realized because of our inability to communicate and share decision-making.

John Dewey wrote: "Knowledge of conditions as they are is only solid ground for communication and sharing; all other communication means the subjection of some persons to the personal opinion of other persons.

To cooperate by giving differences a chance to show themselves because of the belief that the expression of difference is, not only a right of the other persons, but it is a means of enriching one's own life-experience, and is inherent in the democratic personal way of life."

As a community, Middlebury must unite as a whole and communicate with each other on a regular basis, exchanging thoughts, plans and feelings ahead of time. With improved communication, Middlebury College could best serve the interests of its community, in turn, creating something magnificent as a leading, competitive institution. Peace.

Adler analyzes graduation and says good-bye to fellow seniors

"They were at such an age that they stood on a cusp. They could think in one part of their minds that their whole lives stretched out before them without boundary or limit. At the same time another part guessed that youth was about over for them and what lay ahead was another country entirely, wherein the possibilities narrowed down moment by moment."
—Charles Frazier, "Cold Mountain."

Ted Adler '99.5

Officially, graduation is called commencement. This term, meaning "the act or instance of beginning," is fully appropriate. The ceremony will be the dawn of a new life for all of those involved.

At the same time, the word appears ironic. For the start of the new coincides with the end of the old. On May 23, life as it is known to the Middlebury College class of 1999 will change forever.

Graduation is nothing new. It happens every year. Despite rumors circulating on campus, there is an afterlife—after graduation, that is.

Unfortunately, many of the joys of college life do not carry on in the real world. Breakfast at noon will be a thing of the past.

Even though we attend Club Midd, not everything here is ideal. There are aspects of college life that Seniors won't miss. No more late night fire alarms or term papers on subjects of no relevence.

As will Wednesday morning ski trips and a hallway of neighbors roughly the same age. Irresponsibility will be replaced by its antithesis, responsibility. Time, the most valuable entity of all, will continue onward, taking "the possibilities" away with it.

Even though we attend Club Midd, not everything here is ideal. There are aspects of college life that seniors won't miss. No more late night fire alarms or term papers on subjects of no relevance or security.

The class of 1999, the last of the millennium, will also miss the onset of the new commons system. That, however, makes them lucky.

Graduation is an interesting phenomenon from my perspective, that of a Feb. Most of the people who have made Middlebury what it is to me are leaving. Nonetheless, I am glad they're getting their diplomas now and I'm not.

Mine will be mailed to me next March. (The entire Middlebury community understands why Febs can't get their diplomas at their Snow Bowl celebration. Tthe Administration doesn't want them to. Duh.)

I am looking forward to one more summer, another fall in Vermont, J-Term, skiing. I have plenty of reasons to be glad that my graduation day is not here just yet.

One bittersweet aspect of graduation is geographical dispersion. There is no doubt that most seniors will continue to see their closest Midd friends. However, the faces in the crowd—the people you talk to in the mailroom, the kid who lived on your floor freshman year, the Proctor crushes—will slowly fade away.

Good-byes, it is said, should be short and sweet. This is mine.

To the class of 1999: Best of luck. Stay in touch. Thank you for the greatest four years of my life.

Student expresses concern over new room draw system

Continuing Commons Draw doles out privileges based on the supposed merit of our extra-curricular activities. Who decides on the criteria of merit? The commons.

Continuing Commons Room Draw is not based solely on random numbers and class status. Instead, the commons have decided to include subjective criteria, such as one's level of participation in the commons, to decide on the quality of housing that a student receives. The message is clear: A Commons Council member is valued more highly than, say the editor in chief of The Campus or a member of the Mountain Club. Apparently the Commons have decided that they have the right to decide that a squash player or member of the Mischords is less worthy than a commons chair.

Justine Kwiatkowski '99

Hasn't the Commons System gone a bit too far in judging the way we prioritize our time and interests?

Or that a busy junior with two part-time jobs is less deserving of a nice suite in Voter.

Hasn't the Commons System gone just a bit too far in judging the way we prioritize our time and interests? We are individuals. Not all of us are dedicated to the administration of student housing. Do not misunderstand me; involvement in the commons is just as admirable is any other activity in Middlebury, but it is not more so. Imagine if similar criteria were used for the distribution of other college resources. What if all those that do not play for a team sport were told that they may only use the gym during night hours because of their "lack of contribution to athletics?" This would clearly be absurd.

It is evident that the college and Commons Council want students to feel like part of a cohesive group, and that they have attempted to set up incentives for involvement in what they envision as the principal group on campus - the Commons.

I agree that the promotion of student unity is a worthy goal, but this hierarchical manner of regulating our "sense of belonging" is wrong.

We should not be punished for having a different source of "belonging-ness" than that which the college would like. After all, a dorm is a living space— a community—not a committee. Co-chair of Atwater Commons Jen Cupani '01, indicated that this problem has been recognized by the Commons, but that its solution depends upon future Commons Council members. I ask the planners of next year's room draw to consider these concerns.

I will not be here next year to suffer the consequences of this judgmental housing system, but I feel for the students that remain. Please continue to work toward a more equitable Commons system.

Ortved discusses the press coverage of Columbine

I'm concerned about how the media is dealing with one of its current top stories. Everyone is aware of the horrible tragedy at Columbine High School in Colorado.

Chat Ortved '00

Every day in the TV lounge in Proctor a large group of us sits glued to Headline News, taking in each new detail about the shooting. But the focus of the coverage is not on the various possibilities of what caused this to happen and what can be done to prevent it. Nor does it even focus directly on the facts.

These scenes (of grieving friends and families) are powerful and touching, but I don't feel that they are at the heart of the real issue here.

It seems that most of the reporting and discussion is of the grieving of those close to the victims. It is important to grieve, we all know that.

All across the country, and no doubt even across borders, people's hearts go out to those who have been hurt.

But, for news providers, is it not more important to tell a whole country of fascinated viewers, first, about the facts, and second, about what is being done, or what should be done, than to again and again show scenes of grieving friends and families?

These scenes are powerful and touching, but I don't feel that they are at the heart of the real issue here.

This calls into question the role of the media in reporting the news. Many divergent opinions exist on this topic, and I don't feel that it is my place in this article to endorse any particular one.

What I know, however, from a lot of time spent watching the news, is that what I expect from good news coverage are the facts straight up, followed by some educated opinions on the whys and wherefores. We know people are grieving.

We have all been affected by this event. Would it not thus be better to take the next step, to learn how to prevent this from happening again, to find the source or sources, though they must be vast and varied, instead of simply observing the natural reactions and discussing how to deal with them?

News providers have tremendous resources.

They have taken the first step, but they now need to use such resources to bring their coverage deeper into the issue.

Senior says farewell to fellow students and Middlebury community

Senake Gajameragedara

On May 23rd, along with 600 of my classmates, I'll be graduating. A four-year journey will come to an end. So, what do I think of Middlebury? What have I learned here? What do I have to say three weeks before graduation? What is my Middlebury story? I don't want to take up too much room in this last edition of the *Campus* since a lot of other seniors probably want to write too. Let me first say thank you to the *Campus* that has on more than one occasion carried my feeble words for reasons best known to the editors.

Middlebury has been absorbing, particularly outside of class. I have been lucky enough to meet hundreds of people, learn their names, and befriend quite a few, both within the college and all over the state. My peers, members of the college staff, and townspeople took time to tell me about themselves, places, and their perspectives. Some of this would not have been possible without support from establishments unique to Middlebury including Otter Creek Brewery, Baba's, and Otter Creek Bakery, all of which I highly recommend. In my four years, somehow I've never got to go to the Dog Team Tavern, Fire & Ice, or Amigo's. At Middlebury I learned to love pursuing human connections and to reflect and speculate on what it means to be human. I ended up enchanted with the power of conversation.

The advice of my best friend's (and Forest sink-mate) still rings in my head—learn to listen as much as I can as difficult as that can be. The two summers spent at Middlebury were extraordinarily calm and offered much listening for the idle soul. I got to know Vermont, its noises, its melodies and its rhythm better. These were some of the best times of my life. During the second summer, I discovered rainbow trout beneath the walking-bridge close to Frog Hollow alley and also a deep hole full of their brown cousins across from the deck of Mr. Up's. There were only Shiners and weedy tangles by Woody's. That was the best summer of all. By that September, I could tell a trout ripple at 5:30 a.m. on a misty morning with the help of a Mobil-mart cup of coffee. Peter, my sink-mate and fishing-mentor, was very proud.

There's a lot that sticks in my mind about the campus. Rugby posts standing tall like metal stilts some giant left behind, chubby squirrels, hungry pigeons, hovering gulls, and the occasional rabbit. I remember a lot of chalkboards for some reason, and I remember several teachers among my professors. I learned how to think about a subject from professors. I learned to talk about what to think about from my teachers. I think I liked better what the teachers had to offer. We had long conversations about powerful ideas and what was really important in life. In any case I ended up learning from both professors and teachers. I think everybody should try taking at least one literature class.

I really don't think I learned that much about politics and economics as much as I did about existentialism and myself. Four years at Middlebury convinced a slightly overwhelmed freshman to think deeply on what life means and what one ought to do with his life, develop a philosophical perspective on life. The setting and the people at Middlebury all helped to make that possible. The biking up Chipman Hill and habitual gazing through transparent summer skies at the vast celestial enterprise were also useful, as were the lazy afternoons by Silver Lake with only some Heineken for company. As I write with the first pale orange glow of dawn skies rising over the Green Mountain line, I think I'm as sure on the necessity of a philosophy on life as I'm of the impending sunrise and, to borrow from Frost, that has made all the difference.

A Middlebury education asks us to "transcend oneself and one's own concerns." That goal, I think, is attainable in 48 months, but only if one wants to. Middlebury is, of course, not a perfect place because nobody can ever agree on what perfect means. An experimental seat of learning, Middlebury has challenged me to think broadly as it has many before my time. I'd like to express my sincere gratitude and warm regards to the people who made Middlebury come alive for me from Richard Cornwall (now resigned from the Economics Department) to Jack, the friendliest man that ever walked the graveyard shift making sure the doors were all locked tight. Conversations with Prof. Cornwall led me to question the purposes of what I was being taught. I was encouraged to think about the partiality of mainstream economics deprived of elements of power and politics and about the dangers posed to an acquiescent public by powerful preachers of the mainstream mantra. I learned the necessity to question conventional wisdom.

I'll always remember the stories about your thundering speakers, Jack, and your camaraderie during unending, lonely all-nighters in the Sunderland basement lab. Needless to say that this four-year journey would not have been possible or quite the same without my friends.

It will be hard to leave Middlebury, but memories will remain. Nothing is ever forgotten. Just one other thing. I think Middlebury doesn't stop at inviting you to think about what is important. It also demands that you stand up and fight for what you believe in, holding nothing back.

Thanks for reading, best wishes, and farewell. Carpe diem!

Tendency toward apathy and hegemony should be stopped

(continued from page 7)

they were wrong, and they apologize. Yet, they say: "It is over. There's nothing that we can do now. The brochures are out." Thus, nominal admission of the mistake did not materialize into a genuine attempt to correct it because consistency is seen as a proof of competence. Yet, we are taught that true leadership involves the ability to recognize losing face as the lesser evil in such situations.

On the other hand, three weeks before graduation, part of the senior class is experiencing a strong burst of revolutionary energy. A Kosovo Relief Fund as the senior gift was proposed. The Kosovo idea has all the qualities Middlebury lacks: It is revolutionary, it challenges the status quo, it challenges the administration, the committee and the lack of student voice in the decision.

Yet, however enticing it may be for many of us who'd like to walk out of here feeling good about ourselves, we cannot agree that the Kosovo idea is objectively a proper one given the enormous importance of the senior gift context. Alumni giving is the basis for the college's annual operation and development, and it is crucial for its future to convey that message to the student body before they leave, and ask them to give back to Middlebury, even as there are thousands of better humanitarian causes out there.

That's the pragmatic and materialistic side of the argument. Problematically, the idealistic counter-argument of showing the school what we've learned by giving money to the world is more exciting. Yet, that does not necessarily make it more valid or more mature. Communism was idealism, yet in practice it just did not work and it did not make sense.

Exonerating our four-year long passivity by challenging some little senior tradition is, in our view, useless and misplaced.

In the grand Middlebury tradition, the Kosovo group decided to attack a manifestation of a Middlebury problem in the senior gift, and not the problem itself. The Kosovo proposal in effect says: "Middlebury, thanks for the education, we learned that this place is too rich and too elitist, and in gratitude we'll give the money to some place that actually needs it because you don't deserve it." It is loud disapproval of what Middlebury stands for, and rightly so in many respects. However, exonerating our four-year long passivity and acceptance of Middlebury by challenging some little senior tradition is, in our view, useless and misplaced. Of course, Middlebury should change some of its priorities. However, if we have done nothing about that in our time here, then let's have principle enough not to abuse the unfortunate scandal in the committee for the purpose of pretending that we have tried.

No compromise will be reached because the committee does not have the guts to organize a quick electronic vote, and the Kosovo group is happy to boycott the senior gift instead and set up an alternative fund.

Yet, the Middlebury problem is rooted deeply in both of their actions. In the committee for representing the status quo and declining to modify it, and the Kosovo group for getting caught up in the personal gratification that any anti-establishment position brings with it and consequently refusing compromise by default.

If we truly care about both Middlebury's virtues and problems, we should have used the senior gift as a vote to enhance the first and challenge the latter. Kosovo would not have achieved either.

The senior gift was the first of many chances that we as a class will have to materialize our dissatisfaction with Middlebury's practice of investing in aesthetics before academics, as well as with the dismissal of student opinion by the administration. A senior class gift should have been used to show what we, as a class, want to improve at this college, and not as automatic support to Middlebury's skewed priorities.

Cristina Berta, Ivana Budin, and Mari Joller are members of the Middlebury College Class of 1999.

Robert lambastes Choi, defends American actions

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inspire awe, but provoke disdain.

Let's get to the heart of your argument: you try to show that Americans are hubristic, that Tibet is not a saint of a nation, and that America ought not to intervene in the Tibet/China relations. But to vilify America and Tibet, to show that America is making a mistake by intervening, you are forced to make a number of gross misrepresentations. You say that "Americans strongly agree with this one statement: The life of one American is worth far more than the lives of millions of foreigners." Did you try asking the members of Free Tibet about that one? Let's try this one: Americans, you say, believe they are right because they conquered the Indians and built big cities. When was the last time you heard an American use a better-than-the-Indians witticism? You say that one of the reasons Americans fear China is that the Chinese don't use forks. That must be why Americans love Tibet so much— they all use forks in Tibet. You say, "the Dalai Lama was a dictator" — have you read his books? You say that "Tibet was never a peace-loving nation and was never 'a good people.'" That sounds like downright ignorance or bad anti-Tibet propaganda. And just for kicks I'll throw in one more: "The Spanish, known for short attention spans." If your readers didn't know that you were so lofty they might think you were prejudiced. To be honest, I am not entirely sure we can trust your opinions.

You end your collection of fallacies with a glorious rally around the idea that Americans must "reserve their sympathy." Reserve for what? Something more pernicious than the destruction of a culture? It sounds like you want America to be too elite for intervention, too lofty, too much like yourself.

Maybe it is time for a little personal reflection. Maybe it is time you stop exaggerating to create believable arguments. Maybe it is time to stop trying to be better than other people.

As a final response to your article, I would like to raise a cheer to the apathetic students on campus. You will find that some of these "apathetic" students are people who understand the difficulties of producing things such as a newspaper article. They realize how difficult it is to know what they are doing and why they are doing it. They refuse to become "ignorance in action," but of course the apathetic contribute little to the community. Both those who participate and those who are apathetic are fairly ridiculous, but the apathetic are underrepresented. So I raise a cheer and have a good laugh at myself. If you decide to write an article in response to my own, I'll have a good laugh then as well. Hopefully you will toss in a good snort yourself.

O'Donohoe advises 'never go inside until the sun sets'

(continued from page 11)

helped me seen what mine might be.

So farewell to all of you out there who have never met me, but have heard me. In some ways you know me better than my friends. And to all of my friends out there who know me better than I know myself, thank you for the long indulgence; I will endeavor to test the limits of your patience farther, and also the extents of my own hypocrisy.

I do know that you will listen, though, even if you don't understand everything under the sun. And when the sun sets on this Sunday in a link of Sundays, I hope for a vision to accompany all of our voices. I told you once that I came to Middlebury because of a sunset. I hope to leave it with one also. Maybe we can all stand and watch the sun burn color into our sky and drip life into these mountains. Maybe we can watch it all end together, because this is our last sunset.

A couple of my graduated friends and I used to have one rule; never go inside until the sun sets. If Middlebury has taught me one thing, it is a couple of rules. Now we must teach ourselves how to break them.

WRMC anticipates 50th anniversary and jump to 1000 watts

By Renee Miller
Staff Writer

On October 15, hundreds of Middlebury alumni will stream in from all over the country, eager to revisit their college days during the upcoming bicentennial celebration. They will walk around campus with a dreamy-eyed nostalgia, grasping for a sense of their lost youth, facing the reality of change. Many will seek out WRMC, guided by memories of microphones and good music.

In the 1970s a sign posted on the door to the radio station read: "The difference between college radio and college newspaper is that you can't clean up after your dog with a radio."

The year 2000 marks both the 200th year of Middlebury College and the 50th anniversary of WRMC, the college radio station. WRMC has come a long way over the years. From a chicken coop wire in someone's backyard to an anticipated change from 100 to 1000 watts, WRMC has been growing at a remarkable rate.

Along with the transition to 1000 watts, which would give the station a broadcasting range reaching well past the Canadian border, comes a new focus and direction for the station.

"The most amazing thing is that the 50th anniversary coincides with our hopeful upgrade to 1000 watts, and the station's move to Middtown is not far behind," said program director, Quinn Raymond '00. "We're going to be working on a lot of station upgrades, in terms of how we run the station, the level of professionalism at the station, and the technical specifications of the station."

Among the new developments are two- and three-hour time slots instead of the current one-hour slots and a more rigorous training program including internships for prospective DJs. While the station will be run with a stricter and more professional hand next year, WRMC board members insist that the station will always have a laid-back, college radio atmosphere.

In looking to the exciting developments of the future, however, it is important to remember the past. The WRMC alumni are the station's main link to its past. WRMC's 50th anniversary celebration, during next fall's Homecoming Weekend, will bring alumni together in the hopes of strengthening ties between past and present as well as looking toward the future.

Jason Dungan

Middlebury's WRMC is enlisting the help of its alumni to maintain a sense of history as it forges into the future.

This past Saturday, WRMC hosted a dinner for station alumni in order to plan for next fall. Quinn Raymond led the alumni on a tour around the new station. They were blown away at rack upon rack of CDs; many were nostalgic for the old days of records. Then the party moved into the Redfield Proctor Dining Hall next to the station for a catered meal. Alumni and the current WRMC Management Board mingled cheerfully, discussing the ways the station has changed over the years.

Raymond remarked, "I've heard so many great stories today." Quinn was not exaggerating. Sitting down at any table in Redfield Proctor would bring you into a colorful depiction of WRMC's history delivered by a station veteran with a twinkle in his or her eye. It is exactly this kind of interaction between alumni and WRMC staff that the current station management is trying to encourage. "WRMC needs a better sense of history," said Raymond.

One story that decorated the evening was given by a couple, Chip Hart '90 and Sherene Hart '91, who found romance at WRMC. Chip was the station manager who trained Sherene for her first show. "We met in the demo room," explained Hart. The pair giggled at the idea of demo room love.

Some alumni described interesting shows that aired in the past. In the late 80s, WRMC had a local psychic do readings for an hour once a week, and the theater department put on a weekly radio soap opera that was something like "Melrose Place in Vermont," as Hart recalled. "I'd like to see something creative like that today," com-

(see WRMC, page 17)

Students react to Columbine shootings

By Meleah Chamberlain
Staff Writer

For many, the high school shootings that occurred in Littleton, Col., on April 20 hit close to home. In fact, the media has dubbed the Denver suburb "Anytown, USA," and there is speculation that the tragedy could have happened anywhere.

Middlebury students' reactions range from disappointment, anger and disgust to shock and profound sadness. However, even with the wide spectrum of emotions attached to the incident, most students feel that society at large is greatly responsible for the actions of two individuals, and that the system of moral regulation in America needs to be re-examined.

Anita Chavez '99 felt that the teachers should have noticed the indications of extreme dissatisfaction that the students were exhibiting, especially when the killers made the school project video that depicted the scene of the shootings which then became a reality. Although Chavez realizes the difficulty in the job of a teacher, she said, "Students can take a lesson that is theoretical or practical and turn it into a reality."

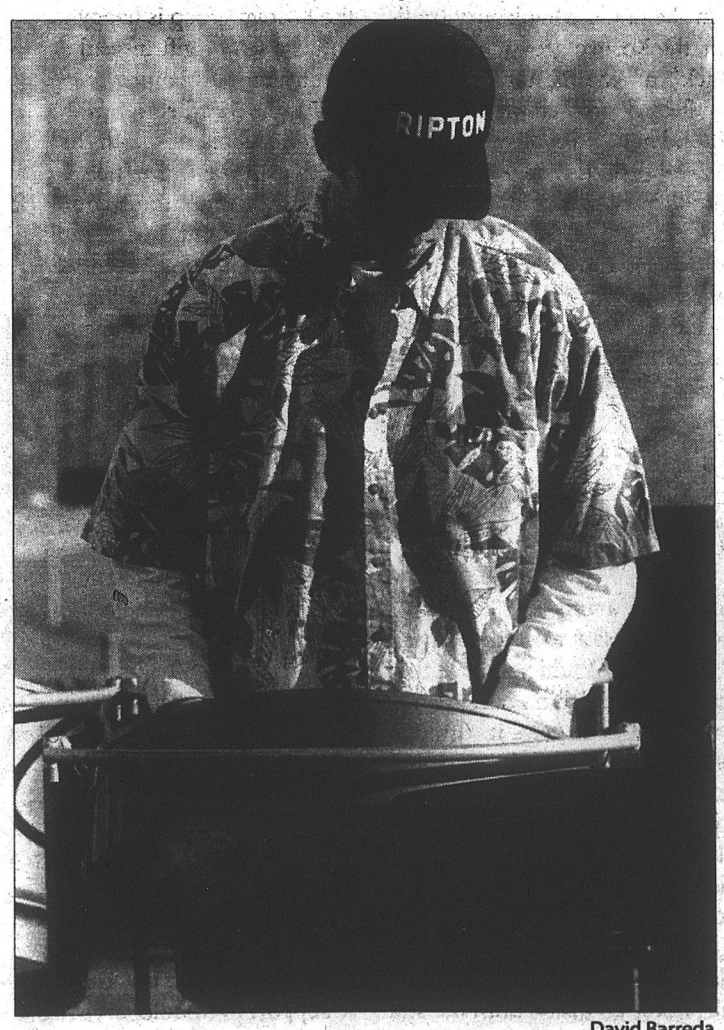
Chavez also feels that the public education system is to blame for neglecting students. "In larger cities, schools have to be restructured. It's getting a little out of hand. More students want to go to school, but if they don't have enough teachers to teach, control the classrooms and pay enough attention to students they [the students] are going to fall through the cracks," said Chavez, "Bigger is not necessarily better."

A possible solution would be to hire more teachers and lower the student-teacher ratio, thereby giving students a feeling of being connected to the school and integrated into society. "I found it upsetting that a student would have lost faith in [himself] and the society that is supposed to protect and serve him," said Chavez. "[It is upsetting] that they could have felt so disconnected and apart from everything around them."

Haley Holmer '02 agrees with the basis for Chavez's analysis. "In any environment where some kids are getting praised for accomplishments and standing out, and some kids aren't and are getting left in the shadows, something like this could happen. Killers are usually not the athletes or National Honor Society kids, but people who need their own identity that often come from

(see Students, page 23)

The heat and beat of the tropics...



David Barreda

Middlebury's steel drum band *celebrated the arrival of warm summer days with a lively outdoor concert on Proctor Terrace last Thursday.*

Historian recounts 1845 address by Emerson

By Sally Wakeman
Staff Writer

In 1845, the 15 seniors in the Philomathesian Society of Middlebury College found themselves consumed with odd, although not unfamiliar, feelings of mutiny and discontent. The society then encompassed the entire student body. If you weren't in the Philomathesian Society, you either didn't go to Middlebury or you were a lonely outcast.

At the time, the campus' society was in dire straits. Half the faculty and students had abandoned the college over a religious controversy. The University of Vermont (UVM) was renowned as being "the champion of freedom" whereas Middlebury was as conservative as a black-eyed Calvinistic minister ardent with religious fervor.

For graduation, the college faculty had invariably invited one of these ministers to speak. The students wanted to introduce some strife and controversy to their dying campus. They decided that maybe they would invite somebody, too, somebody a bit off-beat just to show the faculty what rebels they could be. This is how it came to be that Ralph Waldo Emerson gave a commencement address to the students and faculty of Middlebury College.

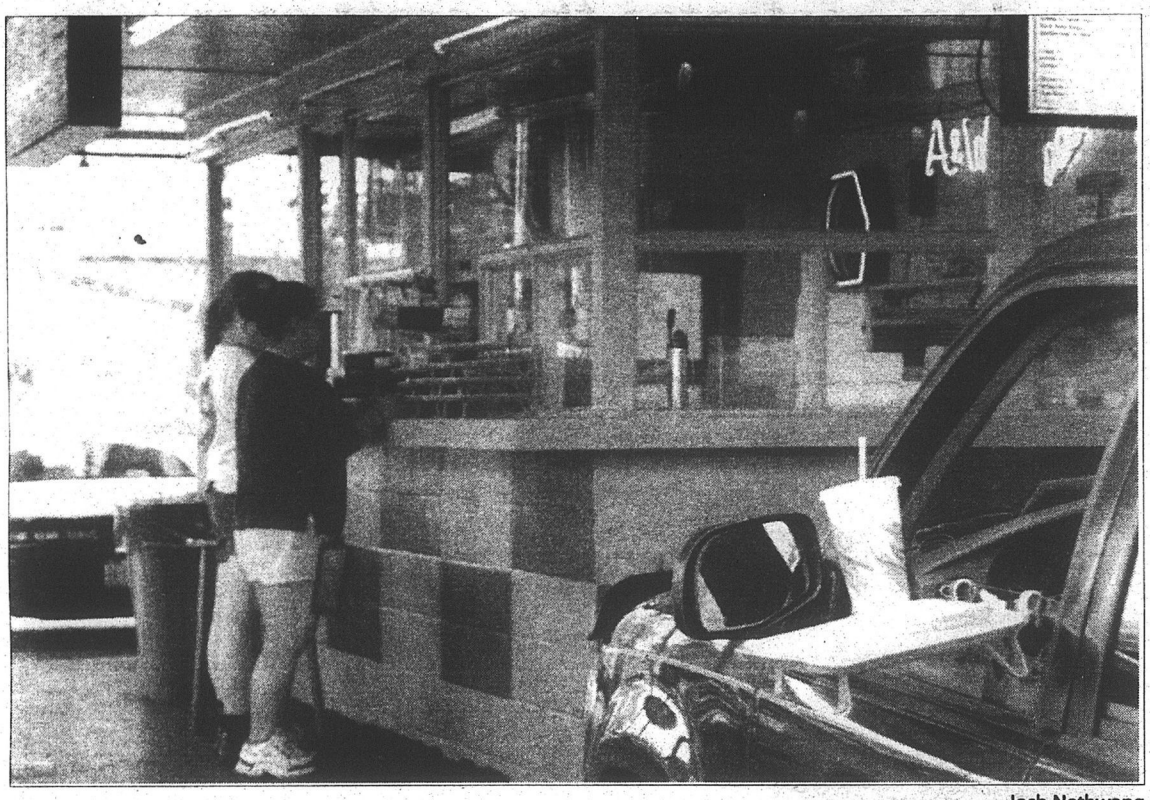
Last Wednesday in Starr Library's Abernethy Room, Sylvia Robison, a historian who has been working on the Bicentennial Emerson project since 1994, along with Professors of American Literature and Civilization John McWilliams and Stephen Donadio, commented on this speech, as well as Emerson at large in a three-member panel discussion.

"[Emerson] gave the speech in the Congressional Church downtown," said Robison of the writer's Middlebury address. "In that time, the kids would walk all the way down the hill to hear speeches."

Robison passed out a copy of the original written speech. "I thought you'd like to see the great man's handwriting," she said. The copy was very large and bulky, with majestic handwriting that had obviously been written with one of a calligraphy pen. Because his handwriting was so sweepingly expansive, Emerson was only able to write about one small paragraph on each page.

The paragraphs came from journal excerpts. He wrote his speeches by breezing through his journals,

(see Historian, page 19)



Josh Nothwang

Famous for its hand-cut fries and root beer floats, Middlebury's A&W opened for the summer season last week.

A&W simulates '50s drive-in eatery

By Laurie Manus
Associate Editor
and Allison Peel
Staff Writer

Loyal A&W customers have been looking forward to the reopening of the A&W Drive-In since last fall. With their mouths watering for A&W's crispy hand-cut fries and cold, creamy root beer floats, they showed up early on the restaurant's opening day to get a prime parking space.

The A&W opened last Thursday, just in time for the recent summer weather, after having been closed for the winter since last Labor Day. Middlebury town residents and college students flocked to get a taste of the A&W's bacon double cheeseburger, which Tom O'Brien, co-owner of the A&W, said is the most popular item on the menu.

The history of the establishment and the A&W chain is an interesting one. According to O'Brien, two men named Allen and Wright started the A&W root beer company in Lodi, California, in 1919, when they started to sell their famous nickel root beer. Allen and Wright chose to sell their root beer to mom and pop stands; these young root beer making entrepreneurs were looking to make their name known across the country, so they found independent merchants to sell their root beer.

Middlebury's A&W drive-in opened in the early 1950s; however, the structure seen today was built in 1962 when Route 7 was raised from a lower elevation. The present building was built on top of the original stand, which is now the basement. Since 1962, the Hanson family has owned the A&W, and three generations of the Hanson family still cook and car hop there. (To 'hop' is the act of serving food from the kitchen to the car window.)

The car hoppers usually skate to each car and rest the food tray on the window's edge. Currently, however, the hoppers are strolling, rather than rolling, because the parking lot needs to be repatched. The myth of 1950s drive-ins with waitresses on wheels was created by the movie "American Graffiti." O'Brien said that he cannot remember waitresses ever actually roller skating out to cars before that movie premiered.

O'Brien and co-owner Kim Smith have tried to maintain the traditional car-hop drive-in atmosphere. Both are against modernizing the A&W, for fear that it will become a McDonald's-like fast food chain. O'Brien does not like the idea of installing a drive-thru, serving premade food or making the A&W into a sit-down restaurant. There has been a recent surge of approximately 2,000 sit-down A&W restaurants across the country, but only a mere 50 drive-ins remain. The A&W is the only car-hop stand in Vermont, but there is a sit-down restaurant in South Burlington.

O'Brien said that people come to A&W expecting fast food and immediate service, but the cooks put the burgers on the grill after the customer orders. "A&W is not fast food. Food is cooked-to-order the old-fashioned way," said O'Brien. In addition, A&W brews the root beer (which consists of 120 pounds of sugar per 30 gallons of water) on the premises and hand cuts the french fries from fresh potatoes. The original stand, or the basement, now serves as the potato storage room and root beer brewing central.

It is, of course, necessary to taste a root beer float because that is what has made the A&W famous. O'Brien said, "Customers come specifically to get root beer floats. There is something about the frosted mug and the carbonation which make them great." The frosted mug brings

(see A&W, page 18)

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Mentoring program aids "children of promise"

By Eniko Simon
Staff Writer

How far away are you from the so-called "real world" living in the sheltered environment of Middlebury College? Perhaps very.

Or, perhaps not so far, especially if you volunteer within the Middlebury community. Many college students involved in local volunteer work know that it does not require a trip to New York or Boston to come face to face with social adversity.

One-More-Step, a student volunteer program established over a year ago, attempts to reach out to the local community by connecting college students to local students on a one-to-one basis, in an effort to keep students enrolled in school. Currently, two local schools are involved in this project, the Middlebury Union Middle School, at which 43 volunteers work with 36 children, and the Hannaford Center located in Cornwall, at which four college students volunteer.

The aim of One-More-Step is simple: The group strives to cushion the severe problems local children of Middlebury face, as well as those in the surrounding areas such as Bridport and Benson. It gives them an opportunity to have rewarding experiences their families may not be able to provide.

Carina Curnow '99, one of the founders of One-More-Step and the president of the program, is involved with the Middlebury Union Middle School. She says that the program strives to develop the social skills of the children growing up in serious high-need communities.

"Many of these kids have difficult backgrounds. They see brothers and other family members in jail," said Curnow. With exposure to such circumstances, most of these children have developed an apathy. "Many of them had little or no motivation," said Curnow.

Initially, many volunteers in the program, or "mentors," faced hardships in making a connection with the children, as they did not receive much of a response from the kids. However, through their dedicated work, these volunteers have had the success of getting positive feedback. "Those kids who have not yet been visited by a volunteer are now approaching us, asking whether or not they, too, can be paired up with someone," said Curnow.

One-More-Step opens doors that "children at risk" could not otherwise access. "Last weekend, we took a boy down to Boston. He had never been there before. It was exciting for all of us."

The volunteers' creativity knows no boundaries. Some of them take the kids horseback riding, on field trips and are even in the process of organizing a banquet. "We had a barbecue at the social house KDR," said Curnow. "It was a really valuable experience."

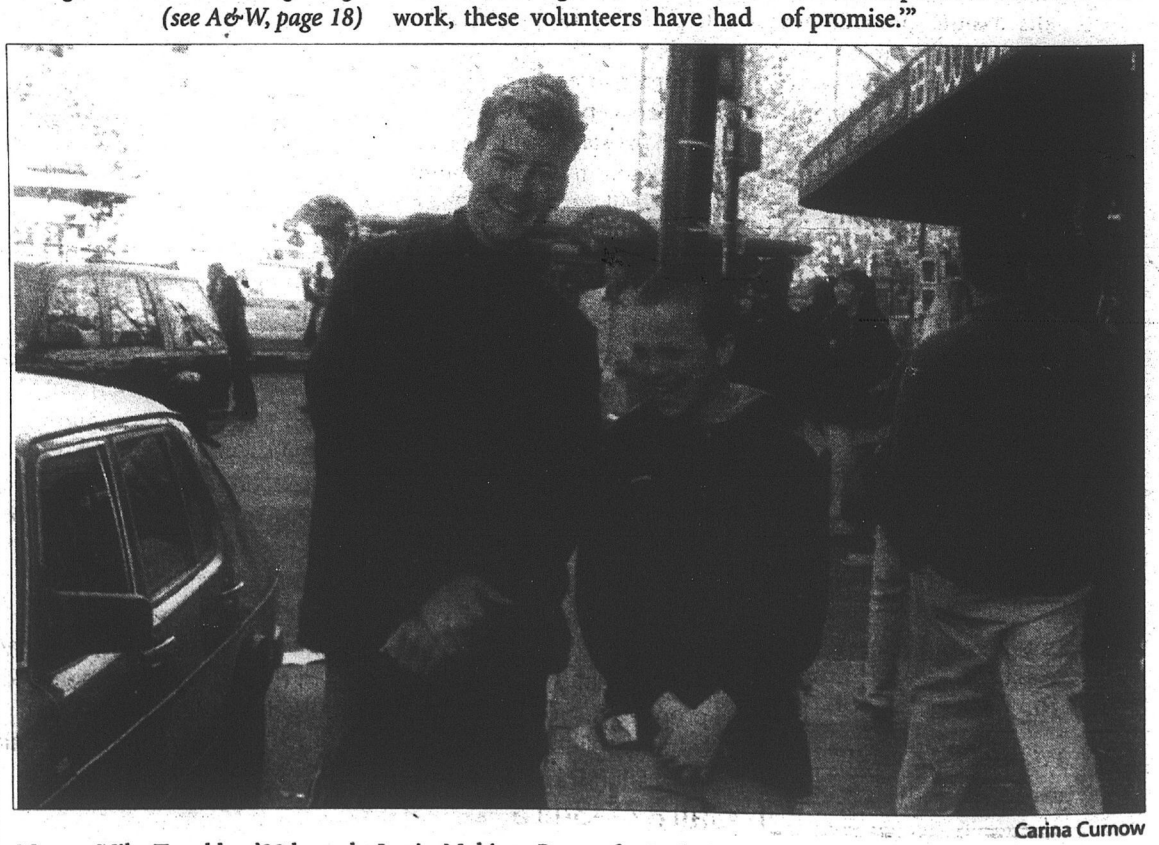
The other school where One-More-Step operates, the Hannaford Center in Cornwall, is a technical training school, offering its students the opportunity to explore 15 various fields in which they can receive practice. Recently, the students had the chance to visit the Vermont Soap Company, among many other businesses.

Julie Crosby '99, leader of the program at this school, remarked, "Our hope is that the kids with get an interest in something and stay in school." Crosby, along with three other Middlebury College volunteers, works with 20 students between eighth and 10th grade.

Though the goal of their efforts is to ensure that the students will not drop out of school, the mentors do not focus on academics during the few hours spent together. "We bring them to campus and take them to the Grille, or just walk around town," said Crosby, who feels the program has helped her to realize how fortunate she is.

The mentors substitute for much of what the children do not receive in their own homes, as many of their parents remain passive. "Some parents do turn up at events we sponsor for the children, but we do not expect that they will come," said Curnow.

The aim of the program is to offer the hope of a brighter future for the children. "We don't consider them 'kids at risk,'" said Curnow. "We rather prefer to call them 'kids of promise.'"



Carina Curnow

Mentor Mike Tremblay '02 brought Justin Mabis to Boston for Mabis' first trip out of the sate of Vermont.

Visiting lecturer Tom Payne demonstrates the craft of writing

By Rosemary Nash & Sarah Teck
Staff Writers

For all of you who came to Middlebury saying, "Yeah, I'm a premed," and within a few weeks decided that, despite what you'd told your parents, uncles, aunts, teachers and the interviewer at the admissions office, you wouldn't be caught dead being pre-med, or for those of you who are still, even after Cells and Organelles, passionate about being premed; here's a story for you.

Tom Payne, a visiting lecturer of English who teaches creative writing at Middlebury, was once a premed at Princeton, having been given two career options by his parents, doctor or lawyer. But Payne was not destined to be a doctor; his future was in writing, although he did not recognize this until he met writers at Middlebury's Breadloaf Writers' Conference and found that one could choose writing as a profession. This to Payne "seemed like an impossible dream."

Payne, whose appreciation for a good story was partly due to the influence of the Benedictine Monks who were English teachers at Portsmouth Abbey, a Catholic boarding school he attended in Newport, R.I., says that he likes to write what he likes to read. It's as simple as that. "If it doesn't tickle and amuse me," said Payne, "I have learned not to write it."

Payne teaches for the same reason that he writes: He loves stories. When speaking of his craft and his teaching, Payne said, "I have found that I am like a boat builder, an old-fashioned boat builder. I like the craft. I want to show others the beautiful line of a boat and the way to carve the wood just so." Teaching allows Payne to do what he loves best: read and talk about stories.

Although Payne's profession of writer and teacher boils down to this simple summation of "reading and talking about stories," there is more to Payne's work than this.

As exemplified in his story "From Basra to Bethlehem," the recounted tale of a Gulf War sargent whose life is lost unnecessarily, Payne is a writer who has a deeper motive than entertainment alone. Payne takes pride in writing stories that "fulfill a secret agenda, either political or spiritual."

As a teacher, he also has a deeper motive, one that is also political and spiritual. He hopes that through writing and reading his students can recognize the truth he found for himself that there is more pleasure in devotion to an art form than in joining the American rat race for more, more, more.

The opening lines of Payne's story "From Basra to Bethlehem," which was published in the "1997 Pushcart Prize XXI," expresses a lot about both his writing and teaching style. The story begins, "It was up there on the Kuwaiti-Saudi border back on Christmas eve, 1990. Right on the goddamn border. Saudis had a big sand berm 20 feet high that ran the whole border, and every thousand feet or so in the sand berm was a big concrete fortress we called the Alamo."

Payne's prose style is clearly similar to his straightforward, applicable and approachable teaching method.

Expressing a political and spiritual message has always been Payne's intent, yet communicating the moral point of his stories has not always been easy. After not having any work published, Payne awakened to the notion that his self-described "wildly abstract" style was vague and that cleaner prose means clearer communication.

According to Payne, teaching has both revealed and reinforced his belief that the cleaner prose of the "old-fashioned" writer is the most effective for the presentation of an idea.

If Payne makes the analogy of his craft to that of a boat builder, others seem to agree that his ideas will float. In January of 2000 Harcourt Brace will publish a collection of Payne's short stories entitled "Scar Vegas and Other Stories," as part of a two-book contract with the company.

With regard to the second of these two books, Payne says he "must write one epic novel by 2001." Considering the positive reviews he has been receiving, such as the one by Lenora Todaro in the Village Voice literary supplement which calls Payne's stories "haunting and hilarious," undertaking the construction of another book will be a fruitful venture.

Payne's life is an exemplary story of the joy of writing. If you, too, have a love of a good story, feel the need to express a political or spiritual belief, or long to launch into a new world, take a writing class at Middlebury, beginning with EL 170: Poetry, Fiction and Non-Fiction.

If taking a creative writing class is not possible, because it will not fit in with your premed requirements or you really are not sure just how to begin the venture into the realm of writing, take Payne's advice: Read. Read what you enjoy reading and find out why particular pieces of writing strike your fancy. Try to write something which addresses those same issues.

The vast majority, Payne said, are "afraid of being seduced by the arts." Don't let yourself be afraid, take a creative writing class and/or delve into the world of writing on your own.

Michael Snow

In the classroom Tom Payne inspires his creative writing students not to be "afraid to be seduced by the arts."

I have found that I am like a boat builder. I like the craft. I want to show others the beautiful line of a boat and the way to carve the wood just so.

—Tom Payne

WRMC alumni celebrate old and new

(continued from page 15)

mented Katie Pruitt '01, folk manager at WRMC.

Vermont State Treasurer Jim Douglas '72, a DJ for WRMC in his college days, described a rivalry between *The Campus* and WRMC during the 70s. "I think it's literally true that nobody would have worked for both WRMC and *The Campus* in those days," said Douglas who recalled a sign posted on the door to WRMC that read, "The difference between college radio and college newspaper is that you can't clean up after your dog with a radio."

Saturday's dinner was followed by a discussion of October's WRMC 50th anniversary celebration. The tentative plan includes afternoon speakers and a dinner reception followed by a performance by a live band. One of the speakers scheduled is Frank Sesno '77 of CNN, a former WRMC newscaster.

"We've been working with the alumni office to make the 50th anniversary celebration an integral part of the alumni weekend," said Raymond.

Arlette Foy '01 and Jennifer Marder '01, the heads of the 50th anniversary planning committee, hope to generate major alumni involvement with the festivities. Invitations will go out this summer to WRMC alumni all over the nation. In keeping with WRMC's quirky alternative identity, the invitation will probably be printed on old records.

Through its use of web technology, WRMC hopes to encourage greater alumni involvement.

In order to encourage connections between WRMC past and present, the station will be collecting stories from WRMC alumni on the web. Mike Mahony '02 is currently developing a site on the WRMC web page dedicated to alumni. Raymond believes that "the Internet will bridge the gap" between alumni and current WRMC staff.

The discussion dinner last Saturday focused on the issue of alumni involvement with WRMC. Hart '90 called for a more organized and involved alumni network.

Foy hopes that the 50th anniversary celebration will be a catalyst for the development of a more active and extensive alumni organization.

"I think that WRMC alumni want to get involved," said Foy, "but there just isn't an outlet for them." With developments such as the new alumni web page, WRMC is on its way to creating a broad alumni network and encouraging more alumni involvement.

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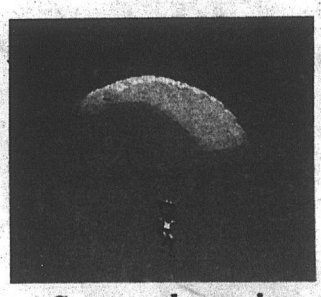
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JCs tackle challenges of living with first-years

By Kathleen Francis
Staff Writer

One might question why a Middlebury junior would choose to live in the notoriously rowdy halls of Battell surrounded a bunch of first-years. Surely, one year under those conditions is enough. Yet each year, approximately 30 juniors return to Middlebury to reside in first-year dorms or halls in the form of JCs, Junior Counselors.

Students' reasons for becoming JCs vary. One student's fond memories of her first year at Middlebury inspired her to bring that same experience to first-years as a junior. Another student found it to be a challenging pursuit. Still another decided not to go abroad but desired an extraordinary junior year, and several students wanted to advise and support first-year students because they'd reaped the benefits of having JCs their first year.

"The reasons are twofold," explained Anna Benvenuto '00 of her decision to be a JC on the fifth floor of Stewart, a single sex hall. "I had a really incredible JC my freshman year, but I also saw a lot of not-so-great JCs and the impact it made on their floors. JCs can impact both negatively and positively on the freshman."

Irakly Areshidze '00 agreed with this. "It was important for me to have upperclass guidance when I was a freshman, and since I wasn't going abroad, I thought it was important to give back to the [Middlebury] community. [Being a JC] was an opportunity to do that."

James Okomboli Ong'ong'a '00.5 remembers his JCs helpfulness when he arrived from Kenya as a Feb student. However, Okomboli did not become a JC of 4th floor Milliken because of this. "I didn't have a particular reason for doing it, but I thought it would be a cool thing to do, so I applied and did it," he explained. "Most of the things I do are things I think I could do well or am interested in. Being a JC provided an opportunity for that."

Two JCs this year felt the need to give something back to the college because their own JCs had been instrumental in their successful transition to college life. Deciding to remain at Middlebury for his junior year rather than traveling abroad, Dave Mendelson '00.5 appreciated his JC from his first year. Yet, he also did not wish his junior year to be exactly like his first two years here, so he applied to be a JC on the first floor of Stewart, where he lived his first year.

"I'm a Feb, and in order to finish my [Computer Science] major, it was theoretically impossible for me to go abroad," said Mendelson. "I didn't want a normal junior year and because my JC was so great, I felt like I should give back what I'd received."

Andrea Casas '00 had a difficult time adjusting at Middlebury and became very homesick for her home state, New Mexico, during her first year here. As a JC for the fourth floor of Allen, she was extremely sensitive to this issue due to her own struggles adjusting to Vermont. "I'm from New Mexico so I was pretty far from home my freshman year, and I went through homesickness in every detail," she recalled. "I knew what that was like, and I felt like I wanted to be there to help new students if there was anyone as homesick as I was—especially students far away from home."

JCs are trained two weeks before classes begin in the fall and a week before freshman orientation. During the JC orientation, JCs, led by the Office of Residential Life, participate in team-building activities, learning skills in order to deal with issues that first-year students may encounter, such as alcohol abuse, harassment and diversity issues, among others. All of the deans and commons residential advisors for the coming year are also in attendance during JC orientation. The JCs build a support network among each other and individually choose deans to confer with throughout the coming year.

Zack Taylor
Most Middlebury junior counselors highly value their experience living with and advising first-year students.

I live on Stewart 2nd floor, which is the worst by all reports in terms of alcohol abuse and violation of college policies. ... I hadn't perceived my job as being the alcohol police.
—Irakly Areshidze '00

Mendelson will be a RA in Gifford next year because he felt like he couldn't return to the status of a regular student after his great year as a JC and getting to know the Residential Life staff and the deans.

Said Casas, "One of the best things about being a JC is that you get to know the administration really well. You get to know a lot of people you might not have known otherwise. It makes the campus seem bigger in a way but at the same time, it makes everything closer because you know more people and can put names and personalities with faces."

The challenges that JCs have faced this past year range in degree as well as from dorm to dorm. "There are definitely kids who get really sick with alcohol and other drugs. I've had experiences in the hospital taking care of kids to all hours of the night," recalled Benvenuto.

Areshidze can relate to her experiences. "I live on Stewart, second floor, which is the worst by all reports in terms of alcohol abuse and violations of college policies," Areshidze explained. It was extremely difficult for him to deal with this the first month as a JC. "I didn't have a similar [first-year] experience as these freshmen are having. I hadn't perceived my job as being the alcohol police."

Yet the biggest challenge for Benvenuto was not dealing with the first wild weeks of the fall semester in which students are free from the restrictions of home or boarding school for the first time. "The biggest challenge is to know when to step out of things and to let the girls figure things out on their own. They don't want a mother," Benvenuto concluded. Casas agreed, "It's hard not to make yourself too much of an authority figure because you are still just a student like everyone else. I didn't want the [Allen] girls to feel like they couldn't talk to me."

Okombôli also has come to view his JC position as distinct from a parenting role. "My view of my role [of JC] is as a friend and source of information," said Okomboli. "My freshmen were laid-back as soon as they understood how things are done here. I thought I'd be more like a parent but I've become more a like a sibling."

Despite the various challenges these JCs have faced, all unanimously agree that the experience has been a beneficial one. "It's been awesome, and I'd do it all over again. [The JC experience] has taught me a lot, and I've really enjoyed getting to know all the people in [Stewart] dorm," said Benvenuto.

Areshidze notes that the freshman on his single sex hall are not the only ones that have grown up in this past year; as a JC, he has too. "I've grown up so much doing [this], and I've really had a part in making these students' lives better," he said. "It was a far better experience than I thought it would be—watching these students go from being complete obnoxious brats to strong members of our community—was interesting and impressive for me. I'm not a JC anymore; I'm a friend."

"There's a fear [among students] that being a JC is a time commitment," recognized Okomboli. "It isn't a time commitment at all. [Keeping] in touch with all the freshmen [on your hall]... would take as much time as keeping in touch with your friends," he continued. "There's a fear among my friends that you have no free time [as a JC], but you can still have fun, be there to support your freshmen and have free time."

Areshidze's view differs from Okomboli's on this. "[Being a JC] is a major time commitment if you do it right," claimed Areshidze, estimating that he spends at least 10 hours a week performing JC-related duties. "I'm constantly on the job, and I can't just lock my door and have free time, and it's oftentimes a difficult and thankless job. The amount of time it necessitates was way more than I anticipated, and because of that, I've lost touch with certain people in my class because there's no time in my day [for them]," Areshidze reflected.

Despite these two JCs' difference of opinion on whether or not being a JC is a large and difficult time commitment, all agree that being a JC is nevertheless a worthwhile addition to a student's Middlebury activities their junior year. They also encourage rising first-years to apply for JC positions at the end of their sophomore year, although for current sophomores the JCs for the coming year have already been chosen.

"The times I have the most fun are when a lot of guys are just hanging out in a room [on the hall]. You get such a different perspective from these guys than from your other friends who are [juniors and] so worried about getting into med school..." said Mendelson of his JC experience. "It's nice to be with guys who are so far away from that."

A&W serves up home-made root beer

(continued from page 16)

out the carbonation of the root beer, which is purposely made to be flat. A large root beer float costs $2.35, and if customers crave the famous beverage without ice cream, a large frosty mug of A& W root beer is $1.35.

A&W real draft root beer is also sold by the quart, half-gallon or gallon. Classic A&W glass mugs are available for $3.95 for a large 20-ounce glass so that customers can concoct a home-made float. A&W burgers are the most well-known food item on the menu, but all sorts of burgers are there for the taking: regular, barbecue burger, double cheeseburger and bacon double cheeseburger. Burgers can be bought individually or with a basket of french fries, cole slaw, and a roll for an additional sum. Ordering a large side of real onion rings for $1.95 with a burger is a must because "they are the best," said O'Brien.

Although burgers abound, there are many alternatives such as corn dogs, chicken dinner basket, fish filet, grilled chicken sandwich, tuna fish sandwich and more. O'Brien's and Smith's sentimental favorites are the "vegi-burger," falafel and the black bean burger because they represent the tastes of the customers of 1990s. The A&W drive-in, on Route 7 south of Middlebury, is open daily from 11 a.m. to 9 p.m. and weekends until 10 p.m. To save time, call ahead at 388-2876.

In this final restaurant review, as departing seniors, the writers of this article have a few final words of advice. Remember to be adventurous with where you choose to eat. Don't be turned off by appearances, because even the seediest-looking restaurant can serve up a "gosh-darn" good grilled cheese sandwich. In closing, good luck with all future meals. Keep on eating!

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Historian revisits Emerson's speech

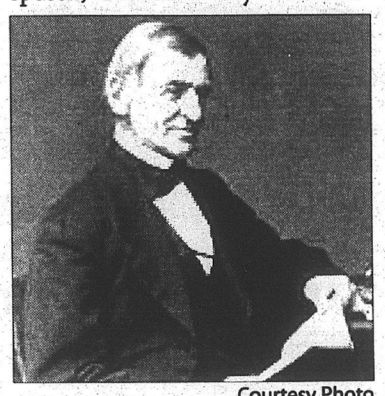
(continued from page 15)

finding a meaningful passage that seemed like a good thing to say and writing it down on a piece of paper. Then, he would stack all the papers together, and that was his speech. "For this reason, his speeches were often very disjointed," said Robison.

"One of the main questions I asked while conducting my research was: What was it like to hear him speak?" said Robison. She read aloud a few comments from Emerson's audiences that she had collected in her research: "It is like overhearing someone who appears to be having a conversation with himself;" "He speaks heresy;" "He has a delicious voice;" "His speeches are incoherent rhapsodies;" "He steps around words in his vocabulary the way a cat steps around objects in her path."

Robison confessed, however, that she had never been particularly fascinated with Emerson until she began working on this project. Remembering her happy days in the basement of Starr Library digging feverishly through archives, she reflected, "The real nuggets I found while researching Emerson aren't necessarily reflected in the finished printed project... Not only did I learn about Emerson, but I also learned a lot about stagecoaches and the longstanding controversy between UVM and Middlebury."

McWilliams said of Emerson's speech, "I found a very real excel-



Courtesy Photo

Emerson delivered Middlebury's commencement address in 1845.

lence and a very real deficiency." Emerson had given a similar speech to such colleges as Harvard, Dartmouth and Colby.

Emerson's Middlebury speech will be published this summer for the first time. Emerson had refused to have it published because he characteristically recycled his materials. He needed the speech to remain relatively unknown in order to continue giving it over and over again.

In his commencement address at Middlebury, Emerson spoke of the increasing fragmentation of knowledge in the world. It is the duty of the scholar, he said, to accept fragmentation as a basic premise and go beyond it. He also said that it is easy to live for others—everybody does. And he called on his audience to live for themselves.

"He knew that his audience wouldn't necessarily be receptive to that notion," said McWilliams, "but he essentially said: Do it anyway."

Emerson's audience found him controversial because he claimed that there had never been a convincing argument for the immortality of the soul. "This was totally unacceptable to the Middlebury faculty," explained McWilliams. Those young Philomathesians, on the other hand, perhaps found it shamefully satisfying to see a few of their superiors squirm in their seats.

Emerson expressed three pivotal notions in his speech. The first was that of the scholar. Scholar to him meant "man thinking." A scholarly man must have a universal world curiosity. In Emerson's opinion, there was no purpose in academic specialization within a particular discipline.

"He had a total blithe disregard for academic curriculum," said McWilliams. "His notion of a scholar was that of genius rather than talent within a discipline. It makes me wonder what he would think of our current curriculum."

Emerson's second notion was that of expression. Words to Emerson were symbols of natural facts, and the word "expression" took on a peculiar meaning when he used it. Expression to him was a sort of rising up, the description of a long, laborious process and sustained effort. He would speak of perfume as being expressed out of a flower or of the expression of wine as it affects the human senses.

The third notion Emerson spoke of was that of a seer, or "one who sees." One must use his or her eyes to make sense and order out of the world. To see, one must be continually open to the "impulse in the vernal wood."

Like Robison, McWilliams spoke of the erratic nature of Emerson's speeches. "Structurally, his speech looked like this," said McWilliams. He threw his hands into the air and made spasmodic twitching motions with his wrists and fingers, as if throwing sand into a dust devil. "That, and with a lot of filler."

Emerson certainly was aware of this, but he was writing for the single sentence, not for the logical essay. His writing was a search for prophetic insight. In his journal, Emerson wrote, "Each sentence is an infinitely repellent particle." But that was okay with him, and as history would have it, okay with his readers too.

"His speeches are constructed according to the principal of disjunction," said Donadio. Emerson wrote many individual sentences that are memorable but don't seem to be connected. There is no sequential argument. Instead, he wrote circularly, hoping in this manner to approach the fickle notion of spiritual enlightenment.

A reporter who heard Emerson speak commented on the physical effect of the fragmented nature of Emerson's speeches. The mad shuffling sound of papers, apparently, was rather disturbing. Emerson would seem to forget the last word of a sentence and then run upon it later in the speech.

"He was in a seeming kind of shambles," said Donadio, "but he knew exactly what he was doing. He calculated his performances to convey the image of an inspired speech." If he felt that the audience was becoming bored with a certain point, he would skip a few pages. Nobody knew the difference.

Emerson's particular speech given at Middlebury was different from many of his others in that he allowed himself a rare expression of self-doubt. "This speech gave a remarkable acknowledgement of his despair. In his essays on self-reliance, there is no sense of the loneliness that must necessarily accompany this condition," said Donadio.

Emerson was carefully on tune with his audiences, in this case, a group of young Philomathesians. He assumed they had a certain degree of anxiety for the future, and this is probably why he allowed himself to reveal self-doubt. He told them that it is a easy for a scholar to withdraw and break morosely the conventions of society if he is thinking large thoughts. Despit being afflicted with a fear of ba renness, Emerson wrote in his jou nal, "I am defeated all the time, ye to victory I am born."

It was a slow and long victory. The Middlebury newspaper originally had this to say about his speech, "He held the audience spellbound, but everybody disliked his rambling looseness and studied effort at stupidity." Almost 20 years years later, in 1864, the same newspaper wrote benevolently, "He is not only exceptional, but in his own way, very acceptable."

Rock 'n Roll is here to stay...

Jason Dungan

Featuring six electric bands, *the Sepomana Annual Music Festival sponsored by WRMC rocked the McCullough Stage last Saturday night.*

Students respond to Columbine shootings

(continued from page 15)

broken households. They feel like they don't get enough attention from their parents or their school or friends and doing this gets a lot of attention. They have to feel that there is no way out."

Tobias Dougherty '00 feels that the problem is located in the American concept of personal freedom. "Since people have the freedom to make choices, it also gives the opportunity to choose unwisely and make bad choices," said Dougherty, "The government can't take those choices away because then it's an infringement on the First Amendment." Dougherty suggests that the shootings in Colorado are an excellent opportunity to re-evaluate the documents that govern our lives and to think about the role of individualism in society.

Tasha Eurich '02 believes the problem is even more fundamental. "Society simply doesn't put enough faith in God," said Eurich. "Not that I'm a very religious person, but I feel that the strength of morals is suffering, and a belief in something greater helps unite people." Eurich has been greatly affected by the shootings as Littleton is her hometown. She lived in a state of shock for a week after the murders and faced the potential universality of the disaster. "Littleton is not Anytown. It is my town," said Eurich. "But I never thought it would have happened there. It was somewhere I felt safe walking alone at night."

In general, Middlebury students appear to be distressed by the Colorado shootings and believe that the incident relates to fundamental societal issues rather than the individual or place surrounding it.

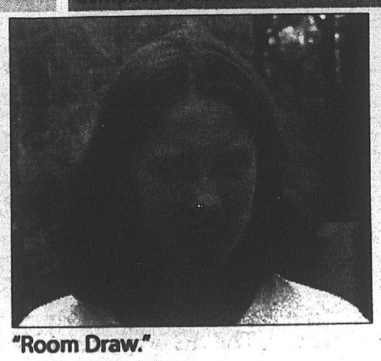
The consensus on campus is that there is no simple solution to the issue because the cause is deeply rooted in the principles and ethics of modern American society.

CAMPUS VOICES

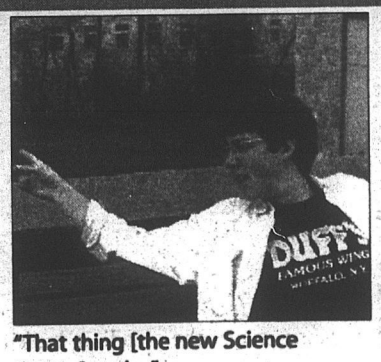
If you could go back and change one thing about this year, what would it be?

Compiled by Tom Marks Photos by Laura Ford

"I wouldn't have sold my monkey."
—Chris "Bobo" Ramsey '01



"Room Draw."
—Sarah Wilder '01



"That thing [the new Science Center] sucks."
—Duff Lyall '00

"I wish I had scheduled more nap time."
—Willow Stein '01

ARE MIDDLEBURY STUDENTS HAPPY?

There has been a lot of talk lately over what is best for Middlebury and its students. Change is in the air, as discussions emerge over the future direction of the college. With so many improvements, it seems to suggest that there may be something wrong with current conditions. In Depth decided to ask the students to open up and tell us the truth—are you happy at Middlebury?

Students question the future of Middlebury in the face of change

By Liz DeMott
Staff Writer

As the school year draws to a close and the summer is fast approaching, it's difficult for Middlebury students to think even a few weeks into the future. Students are focused on the here and now, trying desperately to finish term papers, study for finals, visit with friends who they won't see over the summer, pack up their rooms—all within the next two weeks. The administration, on the other hand, is looking far into the future, planning a college for Middlebury prospectives who are still in grammar school.

But how do current students feel about the direction the administration is taking the college? Are they thinking too much about students 10 years from now instead of focusing on the kids that are currently here? How is the commons plan affecting current students' lives? What about the numerous construction projects students will have to endure within the next several years? Plans for new housing? Decentralized dining?

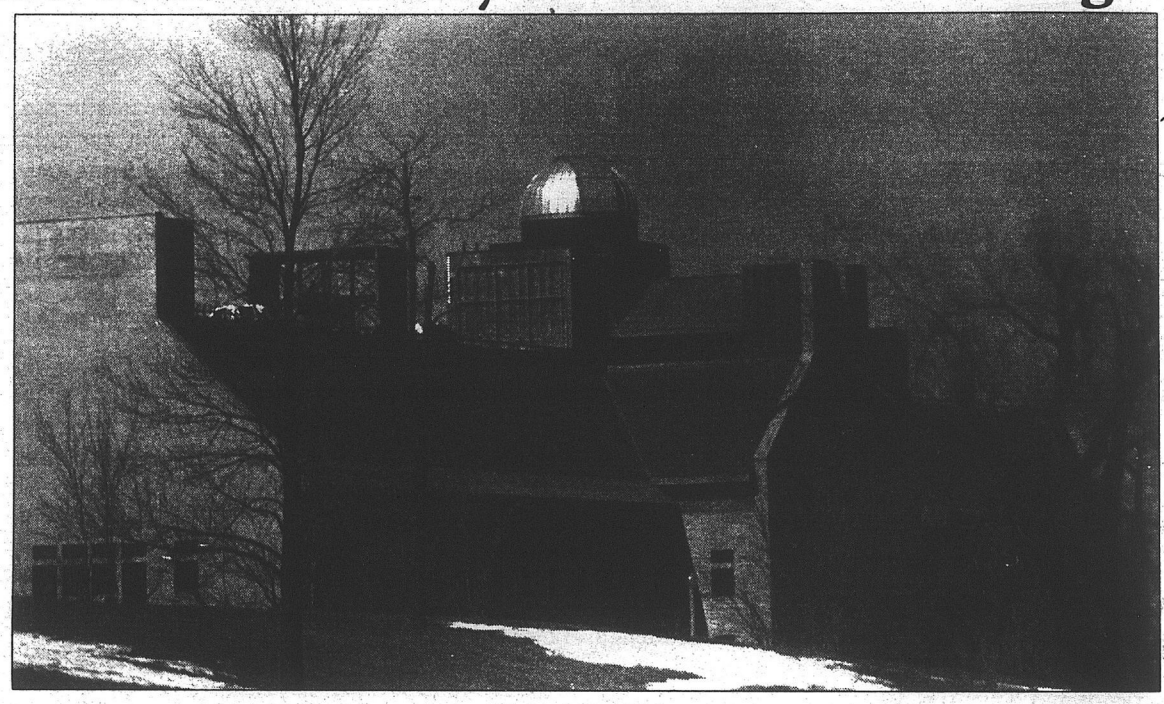
All of these things are being planned for the future of the college, but what about the students that are here now? Overall, students feel uninformed about, irritated with, and alienated from the administration's future goals for the college.

The commons plan is one of the sorest issues with current students. The administration has pushed for a commons system despite protest from students. Much of the student body feels helpless to make changes in the face of an administration bulldozing its way to creating the commons for its own needs, instead of for students who are suffering its consequences now.

...there needs to be a definite, college wide vote as to whether students feel that the commons system would be beneficial to the school.

—Stewart Peery

Jesse Kulp '02 says of the commons plan, "It's completely unnecessary. No one wants it; I haven't talked to one student who defends the commons plan. I hope it all comes to something. They are so obsessed with the outside appearance of the college that they don't seem to want to listen to the needs of current students. Kids are arbitrarily assigned to one commons, and then they're stuck with it for four years. And the commons are not equal are far as housing. I just don't see the point of it. I want someone to explain to me why it's going to make my life better to have a commons system."



Peter Huoppi
Bicentennial Hall represents the first step in the college's ambitious plan of new construction and renovation.

Kulp, as are other students, is confused by the college's obstinate need for commons, especially with so much objection coming from those whom it affects. Stewart Peery '02 believes that students need to be given more voice in the commons system: "The administration is for [the system], but the college is for the students. We need more voice; there needs to be a definitive, college-wide vote as to whether students feel that the commons system would be beneficial to the school. I think it's going to divide people and classes. If it's going to force you to live in one area and eat at one place, it defeats the whole purpose of coming to college and meeting many different kinds of people."

Most students fail to see the purpose of a commons within a small college. Justin Bussen '02 comments, "I don't think the commons plan is a good idea. Why make a school as small as Middlebury smaller than it already is? Even now, in the beginning stages of the plan, you have people grouping off within their own commons."

However, there are a few students who don't feel so negative about the commons. As a transfer student from the University of Arizona in Tucson, Jennie Diggins '01 believes that there are both positive and negative aspects to the plan:

"It's hard for current students to

(see Students, page 23)

Peter Huoppi
McCullough dance parties are a popular form of stress relief after a busy week.

Middlebury: work hard and play hard

By Sara Schuman
Staff Writer

College is for learning about life. Students come to Middlebury for its strong and intensive academic program. A concern, however, is that the intense environment is not conducive to a healthy social life. A common theory is that the stress over hard work can turn around and be funneled into dangerously extreme social activities. There is also a misconception that Middlebury students have a one-track mind, and do not take enough advantage of all of the cultural activities offered every weekend.

"This is Middlebury. We study, but we also party. You can't substitute one for the other. You can't study in place of partying. You have to do both. That's the way it works," said Tom Reece '01.

Middlebury has earned a reputation as a "work hard, party hard" school, but is this reputation well earned?

The consensus among the students interviewed for this article was that, yes, studying and partying come hand in hand at Middlebury. In addition, the majority of students believes that alcohol is a major part of the social life at Middlebury. Kristen Connolly '02.5 remembers that one of her friends went all out just to try and drink when she first got here. "She was very sick and was taking antibiotics that the health center had given her. You can't drink while on antibiotics so she stopped taking them so she could still drink with her friends. Of course, she didn't get better, but she didn't really care," she said.

The overwhelming majority of the students questioned for this article believe that drinking is the main social activity on weekends. "It seems that many students equate fun with drinking, but I don't think that is just at Middlebury College," said James Okomboli-Ongonga '00.5.

"There are a fairly high number of over aggressive, abusive drinkers on campus," said Reece.

Is there a social life without drinking at Middlebury? The majority answered yes, however students are divided on whether the alternative options are limited or not. Middlebury's setting is idéal for students who take advantage of the abounding opportunities for skiing, hiking and other outdoor activities.

"I had such a great Saturday night," said Peter Lee '00. "I hiked up to Silver Lake with a few buddies of mine. That's not something I could really do at home. It was also really great to get off campus and explore the area."

Other social opportunities include theatre and athletics, although many of the students who participate in these activities still agree that drinking is part of their social lives as well. Many students believe that the alternative options are limited and require some creativity.

"It's up to us to come up with the options, if we feel the environment does not give us those options," said Okomboli.

(see Social, page 24)

Survey says...

The survey was slipped under the doors of 500 Middlebury students in most dormitories on campus over the course of one week. We received 191 responses. While not methodologically stringent, we feel the survey provides an interesting window into the minds of Middlebury's students.

Class of 1999		Class of 2000		Class of 2001		Class of 2002	
Male- 15	Female- 19	Male- 20	Female- 21	Male- 34	Female- 46	Male- 11	Female- 25

How often do you stay at home to do work on a Friday or Saturday night?

Never	Once/Twice per semester	Once/Twice per month	Once per weekend
16%	24%	36%	23%

Would you like to be able to go out more often than you do?

Yes	No	No Answer
55%	30%	15%

In general, do you feel better, worse or as qualified as your classmates academically?

Better	Equal	Worse
24%	60%	11%

Do you feel that your grades reflect the amount of work you put into your classes?

Yes	No - Too low	No - Too high
60%	28%	9%

Have you had a romantic relationship which lasted longer than one week while at Middlebury?

Yes	No
59%	38%

Do you feel excited about returning to Middlebury after a break?

Yes	No	Sometimes
43%	12%	41%

Have you become more happy, less happy or stayed as happy as you were during your first year at Middlebury?

More	Same	Less
52%	25%	15%

Have you ever seriously considered transferring out of Middlebury? If so, when?

Yes-First-year	Yes-Sophomore	Yes–Junior	No
25%	14%	2%	57%

Rate your happiness with various aspects of life at Middlebury on a scale of 1 to 5,where one means very unhappy and five means very happy.

Academics:

1	2	3	4	5
1%	6%	14%	57%	19%

Extracurriculars:

1	2	3	4	5
2%	9%	30%	29%	27%

Social life:

1	2	3	4	5
3%	13%	34%	34%	12%

Life in general:

1	2	3	4	5
1%	7%	25%	47%	17%

Has academic life at Middlebury exceeded, fallen short of or been equal to the expectations you had before you enrolled?

Exceeded	Fallen short	Equal	No response
26%	17%	41%	11%

Do you personally believe that you need to feel happy in order to be satisfied with your experience at Middlebury?

Yes	No
87%	10%

Knowing what you know now, would you choose to attend Middlebury if you had the decision to make all over again?

Yes	No
77%	16%

Defining free time as time not spent working on a class assignment, participating in an official extracurricular activity, eating or sleeping, how much free time at Middlebury do you enjoy?

Time on weekdays (hours):

0 – 2	3 – 4	5 – 6	7 – 8	9+
53%	29%	7%	5%	5%

Time on weekend days (hours):

0 – 2	3 – 4	5 – 6	7 – 8	9+
7%	25%	30%	17%	19%

How often do you feel guilty about the way you use your free time?

Very often	Fairly often	Occasionally	Never
13%	30%	42%	12%

How often do you eat alone in the dining hall at a meal other than breakfast?

Never	Rarely	Occasionally	Often
18%	35%	28%	17%

Have you used drugs at Middlebury?

Never	Rarely	Occasionally	Often
53%	21%	14%	9%

How many days a week, on average, do you drink alcohol?

0	1-2	3-4	5-7
24%	58%	11%	3%

Were you satisfied with room draw this year?

Yes	No	No response
32%	40%	25%

Do you feel like you understand the new commons system being implemented?

Yes very well	Somewhat	Not much	Not at all
6%	33%	34%	27%

Are you confident in your student government?

Yes	Somewhat	Not at all
8%	55%	34%

Have you ever participated in the student government to try to improve upon it or to change something about Middlebury that you aren't happy about?

Yes and it helped	Yes and it didn't help
7%	8%

I want to but don't know how	No
12%	72%

Questions adapted from a similar survey given by the Harvard Crimson.

Student body demands greater influence in student government

By Mike Hartt
Staff Writer

Change is in the air at Middlebury college. With so much at stake with the future of our community, student voice has become a fundamental medium for constructive progress. Middlebury provides many outlets for the students to voice questions, concerns or criticisms. Informal conversation is one means of creating beneficial communication. However, the largest venue for the student voice is the Student Government Association (SGA).

I don't feel in touch with the SGA at all. I have personally felt no results of their action.

—Alex Sperling

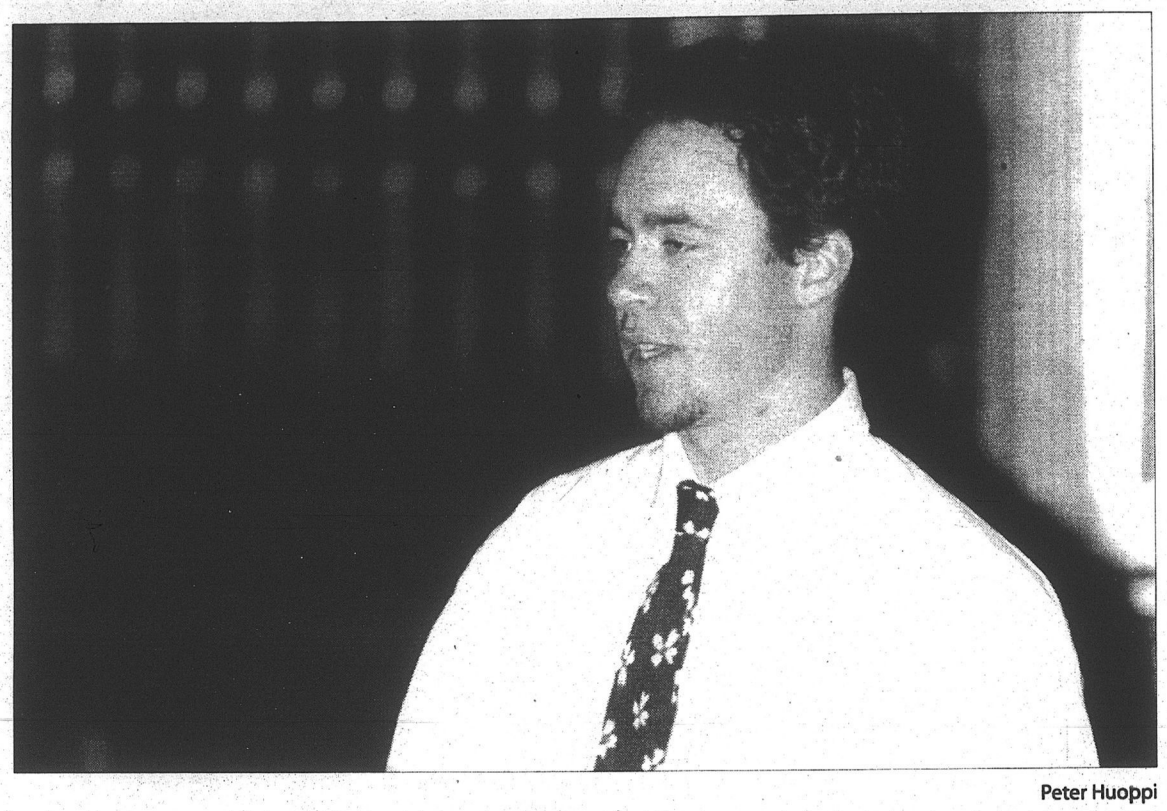
In recent years, the SGA has faced criticism as being out-of-touch and ineffective at Middlebury. In fact, one of the ardent concerns during the most recent presidential elections was a need to legitimize the government. Some students have alleged that the SGA does little to promote the student voice; at the same time, members of SGA stress they are working hard and are trying to address all of the issues that students bring them.

One commonly expressed complaint is the general confusion over the organization of the many committees that constitute the association. The SGA consists of a president and a vice president, a general assembly of representatives, an executive committee and a myriad of committees dealing with issues, ranging from athletic policy to the upcoming library renovations.

Elected general assembly members represent either their residence hall or their class year, and meet once a week to propose and debate legislation. The executive committee includes the secretaries of oversight, appointments, representatives, organizations, student-alumni relations and renovations, all of whom are appointed by the president and the vice president. Each committee has a chair with whom it works to set the agenda for the committee to tackle and is often in contact with the appropriate college official for the matter.

Alex Sperling '01, a concerned student, comments, "I don't feel in touch with SGA at all. I have personally felt no results of their action." Sperling is frustrated that around election time, "[the candidates] make such a big deal about who they are and what they do, and then nothing seems to come of it."

She also said that in her view, "Most SGA work is delegated to other groups." She refers to groups that take the responsibility of expressing their opinions out to the people instead of working through the student government to make constructive change.



Peter Huoppi

President-elect Dana Dunleavy '00 advocates student empowerment, pledging to integrate student voice into the SGA.

Sperling would like to see the SGA more actively involved in some of the long-range planning issues, since "it seems like suggestions are made and the administration still does what it wants. SGA should be our voice."

The speeches and debates for president and vice president were poorly attended... because students do not know and do not care about the SGA as much as they should.

—Meg Morello

Meg Morello '01.5, believes that the SGA "tries to do a lot." However, she is frustrated by their lack of power "to change the things [she'd] like them to the most."

The administrative red tape bothers Morello, who feels that the good action that gets accomplished becomes hung up and doesn't come into effect until much later.

She points to the committee that dealt with issues of student safety on campus as one that could have been more revolutionary. She stressed that while they made some positive suggestions, things have not really changed after a year of talking. Morello did say that that she thought that the SGA does a good job of representing the students with whom they have personal relations. However, that does not accomplish the goal of representing the entire college community.

From another perspective, Morello recognizes that students are not involved enough in SGA. "The speeches and debates for president and vice president were poorly attended," she noted, "because students do not know and do not care about SGA as much as they should." She would like a student position in charge of publicizing SGA actions, so that the student body is aware of current debates on the table, as well as upcoming agendas. By making this information more public outside of their meetings, SGA members would be able to get more student opinion and feedback, which would make the process more legitimate.

Margaret Aycock '01 expressed a similar view towards the SGA. She has not been involved in the SGA because she has not been sure how effective it is, and she has so many other interests that she feels that student government should be left to those who are passionate about it. At the same time, she stated her belief that the government process can be a "big game" with the best players often winning at the polls.

She is displeased with this past election process, which at times resembled a "who-you-know" game instead of an open and realistic discussion of issues and solutions by candidates.

Aycock also expressed the concern that the SGA "cannot work without administrative approval." They can put their efforts into solving problems but that the administration will do what it wants.

Kyla Brown '01 stressed a concern with the lack of student information about the internal process of the SGA. Brown mentioned that she hasn't "heard much of what the SGA does." Around the beginning of the year, she felt there was a dearth of information, and only

(see Students, page 24)

Transfer students share reasons for leaving college

By Sofi Hall
Staff Writer

"It wasn't so much that I was out to transfer to change schools so much as to find out something about myself," said Andrei Muresianu, who has a double major in economics and computer science and is now in the Brown class of 2001. He transferred from Middlebury this February.

Every year, students like Muresianu transfer out of Middlebury. Maybe you've known some of them; sometimes they are unhappy or simply have academic, social or athletic reasons for the move.

Sometimes it comes as a complete surprise; some students do not tell their friends while they go through the process of contacting high school guidance counselors and digging up old SAT scores. Students have different reasons to transfer, or sometimes, to decide not to transfer.

"I was spending too much time with people like me," said Muresianu, a native of Weston, Massachussets, just outside of Boston. "It wasn't anything related to unhappiness, but I came from a similar environment growing up, a similar, smaller school, with similar kids."

Muresianu also cited some things about Middlebury that are considered the Admissions office considers virtues, such as the small community feel and the well-rounded nature of students. "At Brown people are sort of less well-rounded," he said. "I had a desire to try an environment where you could be completely one-dimensional. There's a core group of economic psychopaths here that bring sleeping bags to the computer labs. They live for computer science. Middlebury makes it easy to be an individual and have your own personality... You're known for multiple things. Brown gives you the opportunity not to be known. It's more difficult to stand out."

Muresianu said he misses more about Middlebury than he expected, and is hoping to come up and visit his friends before the year is out. "Even if I think back, I probably wouldn't have wanted to be at Brown the whole time," he said.

Russell Plato transferred from Middlebury to Oberlin this February. "I needed a place that was more receptive to the needs of queer students and less homophobia in general," said Plato, who is homosexual and was a MOQA member at Middlebury.

He also said he felt there was a lack of intellectual discussion among students. "Although I was being challenged in the classroom, I discovered that no one seemed to be challenging themselves and forming their identities... It is very easy to describe the typical Midd-kid, who is from either Boston, Westchester, or Connecticut and drives either a Jeep or a Nissan Pathfinder. Here at Oberlin there is no typical, no standard to which all conform."

Plato, who was also an SGA class representative, said he found the administration "completely unreceptive" to students' needs. "In some instances, a mechanism designed to involve students, like SGA, becomes another tool of Old Chapel," said Plato. "I was also surprised to find the vast majority of the student body to be uninformed, indifferent, sheltered, parochial, and narrow-minded."

Rachel Anderson transferred after her freshman year from Middlebury to Brown, where she is now

(see Transfer, page 23)

Come out and play!

Peter Huoppi

During the winter months, ***students often feel confined to the indoors. However, come summertime one can find many students enjoying themselves outside between classes and on study breaks.***

Academic environment is intense but manageable

By Alexandra Sperling
Staff Writer

Students at Middlebury are happy with the academic program offered at the college. What exactly does this mean? Academics, according to Webster's is: "pertaining to liberal or classical rather than technical or vocational education; scholarly to the point of being oblivious to the outside world; having no practical meaning or purpose." Most people would then agree that Middlebury fits the dictionary definition of academic.

You can't always get everything done because the workload is so overwhelming...but then again you don't want to cut anything out.
—Julia Rosenfield

In terms of providing a "liberal or classical" education, Middlebury is very strong. With majors varying from chemistry to English to economics to art, there is enough variety to satisfy most any incoming student.

"No one is pushed to choose a pre-professional career here," says Michael Hartt '01. "You're encouraged to pursue your education for the sake of learning." The course selection seems to satisfy whatever it is you want to learn. Professors are even encouraged to teach what they love. Elizabeth Padgett '01 says that is what makes Middlebury different from other schools. "The professors for the most part are enthusiastic about the subjects they're teaching."

The other advantage to a Middlebury education is that the requirements don't limit the courses you can take. "It's important to have course requirements to get a taste of a wide range of subjects. That's the point of a liberal arts education," says Jessica Stahl '01.

Some students commented that Middlebury needs a larger selection of introductory courses. At this point, there are certain courses required for majors which are offered only once a year.

This often causes difficulties for those who plan to study abroad during their junior year. Then again, there were no complaints about the size of those introductory lecture courses. At most universities, the lecture courses comprise 300 to 400 students, whereas at Middlebury, "the professors can identify almost all of their students by name by the end of the course," commented Padgett.

At a school like Middlebury, where such a high percentage of students come from the top portion of their high school classes, there is a lot of pressure to get As and Bs.

The small class sizes at Middlebury also encourage students to do the assignments. A recent prospective at Middlebury, Harmony Button, observed that Middlebury was the first college she had visited where the students had all read the material for the English class she observed. "Not only had they read the book, but they were willing to discuss it too!"

Students at Middlebury are "hard workers compared to those at most schools," said Hartt. In the minds of most people on this campus, there is definite truth to this statement.

The administration may be concerned about binge drinking on campus, but some agree that binge studying and working should also be a major concern

"You can't always get everything done because the work load is so overwhelming. But then again you don't want to cut anything out," complained Julia Rosenfield '01. The course work usually consists of a large part of reading, and in the sciences, lab time.

You might think that people would merely avoid the work altogether. But Middlebury students are motivated by the desire to learn, says Hartt, coupled with encouragement from the professors to enjoy the academics.

High stress to keep up with the level of academics at Middlebury seems to push some students to become grade-obsessed. "The students in the pre-med department spend a lot of time worrying about their grades," says Padgett. "In reality, I think the GPAs that Midd-kids leave with are actually above the national average."

This brings up the question of grade inflation. At a school like Middlebury, where such a high percentage of students come from the top portion of their high school classes, there is a lot of pressure to get As and Bs. One professor remarked that people seem to forget that a C is supposed to be an average grade, whereas at Middlebury, the norm is closer to a B.

In terms of the administration's promotion of grade inflation, professors are required to explain

(see Grueling, page 24)

Mike Snow

Students often find interesting and diverse ways to relieve the stress inherent in a rigorous liberal arts education.

Students cast doubt on future plans

(continued from page 20)

be in the middle of this transitional period," she said. "Upperclassmen are getting screwed with housing because of the commons, while first-years are getting great rooms. But in the end, that'll even out."

Decentralized dining, another aspect of the commons system, also hits a nerve with many students.

Meals are often the only time when students can interact with one another during the week, and the commons plan calls for a dining plan where students would focus towards a certain dining hall within their commons. Diggins says of decentralized dining, "It would be nice to eat in a smaller area that's less frenetic, but there is a certain atmosphere to Proctor."

Tricia Rayburn '00 described Proctor as "a plethora of social opportunities."

Students seem to feel alienated from the new dining plan because they fear not being able to see many of their friends during mealtime on a regular basis. Peery remarks, "There's no necessary reason to decentralize dining. The campus is small enough already."

Other future administrative plans are for construction of new buildings, such as MiddTown, an addition to Starr Library, and more senior housing for Atwater Commons. Most students, while not adverse to these construction projects, wonder why current housing problems are not being addressed more quickly.

Bussen says of the plans for construction: "The construction doesn't really bother me. I think the new science center will be a real boom for the departments, and the addition to the library is really needed. But I think it's stupid that the administration is planning all of these expensive projects when there are people living in lounges. The housing problem is not being effectively addressed; it's something that they should've foreseen and done something about a long time ago."

The plan for MiddTown, an addition to the current student center, confuses many students. Peery asks for more clarification and purpose for the addition, "I'm all for more mailboxes because I have to share one... But I have no real problems with McCullough as it is. I'd rather they built new student housing. I don't have a room for next year yet. I just don't see the purpose of spending that much money on MiddTown, when they could be doing something more beneficial with the money," he said.

With all of the friction between administration and students over future plans for the college, what do Middlebury students propose to do about it?

Most students feel that there needs to be a healthy balance between the needs of the current student body and future matriculants, as well as open communication between the two factions as to their goals for the college.

Kulp suggests that the administration refocus its attention onto the needs of students:

"The administration is thinking about kids 10 years from now, instead of those of us who are here now. Maybe future Midd-kids won't know that there ever was life without the commons system, but will they be better off for it?

There needs to be a referendum as to how the commons will affect housing and dining, as well as a school-wide vote to see if the college is even meeting the students' needs.

The main problem right now is housing. The college needs to address that problem first. Kids are without rooms and upperclassmen are getting screwed because of the commons."

Transfer students reflect on their decision to leave

(continued from page 22)

in the class of 2000. "I transferred because I really didn't like the lack of diversity at Middlebury, both racial and economic. I didn't like how the vast majority of students looked like they had just stepped out of an LL Bean catalogue; I wanted a student body comprised of people with different backgrounds and views, not just the ones I'd known growing up," said Anderson, who is from Darien, Connecticut.

"Darien is a small, well-to-do town and Midd felt just like high school all over in that respect. I wanted a new environment that would force me to grow in different directions and expose me to novel situations and perspectives," said Anderson.

Anderson also transferred because she wanted to row competitively and has hopes of going to the World Championships.

The club status of Middlebury rowing lacked something for Anderson, and she was attracted by the high-quality of Brown's crew.

However, Anderson does recall positive aspects of her year at Middlebury. "I made some wonderful friends that I will be close to and in touch with for the rest of my life. It is a truly beautiful place and I loved running while I was there," she said.

Anderson also studied French and Chinese while at Middlebury.

"I feel lucky to have had such wonderful Chinese professors; the one I had here at Brown paled in comparison and I've since stopped studying Chinese because it was terrible compared to Midd's," she said.

Other students who have considered transferring from Middlebury, speaking on condition of anonymity, expressed similar concerns about the diversity of the student body at Middlebury.

One student who chose not to transfer said that she decided to stay because the academics, with small classes and easily accessible professors, were superior to those were available to her elsewhere.

Sarah Stimson '02 has different reason for transferring to Wellesley in the fall. "I just haven't developed a bond with Middlebury. I realized I could pick up and leave without looking back," she said. "I know, because I loved my high school, that I'm capable of feeling close to an institution, and I don't feel that I could ever get that way with Middlebury," said Stimson, who attended Culver Academies, a military boarding school in northern Indiana.

"I just fell in love with Wellesley the academics, the campus and the fact that civilization is nearby."

Stimson, a Latin American Studies major, said she will miss the Middlebury Latin American Studies professors most.

Meegan Moszynski '01 applied last year to Georgetown and was accepted. She originally applied because she felt Middlebury was too small and wanted a bigger school in a city. She decided not to transfer, however.

"When it came time to make the decision, I realized a was really happy and loved all my friends," said Moszynski.

"I had too much of a good thing to give up just to find a bigger school. I'm so happy I stayed," she said.

Low wages and rising comprehensive fees draw attention

By Kris Anderson
Staff Writer

When, in 1979, Middlebury's tuition was raised by $600 to arrive at a grand total of $6,900, students complained bitterly about the difficulty of working enough hours to cover the additional sum. Now, as Middlebury's comprehensive fee for the 1999-2000 year approaches a massive $32,000, the issue of student employment is, perhaps, even more pressing.

Directed by Charlene Bergland, the Office of Student Employment (SEO) in McCullough is responsible for most student work. The SEO offers positions ranging from Field-House Equipment Manager to Peer Tutor to Computer Programmer to any qualified student. In addition, the office is in charge of posting certain community job openings and, more importantly, of distributing student compensation (anywhere from $5.25 to $7.75 an hour).

Closely integrated within the boundaries of Student Employment lies the Work-Study plan. Developed as part of the financial aid package, it provides an applicant with a suggested number of hours to work (eight to 10 hours, on average) that would enable him or her to meet certain supplementary costs such as books and living supplies, etc. A government-regulated program, it also provides numerous off-campus work sites and opportunities for community involvement.

Regardless of whether a student's job is actually based in serious financial necessity or simply out of desire for a little pocket money, Middlebury students are definitely working. With 1138 students employed during the 1997-98 year (jobs taken independently in town are not included in this figure), and with the number growing steadily this year, over half of the student body is balancing work with an academic career.

As a result, for the majority of students, overall contentment at Middlebury is very much dependent upon happiness at work.

Many students, it appears, are quite satisfied with their jobs. A work-study employee at the Mary Johnson Children's Center, Kathryn Johnson, '02, suggests that, "because there's such a variety of jobs to be had, I think people are very happy."

Jill Bibro, '00, employee of Mary Johnson's After-School program, adds: "Oh, I love my job. It gives me a chance to get off-campus, and it really helps me to keep my mind focused and my time balanced."

Anne Marie Calareso '99, agrees: "I work at the College Bookstore and for the Publications Office, and I really enjoy my jobs. I think that one of the problems on this campus is that students really don't know the staff—the ones who make it possible for us to be here—and through my job, I've made some very close friends who are not within the 18-22 age group." In addition, she mentions that, "as an English major interested in publishing, it's excellent to be able to work 15-odd hours a week in areas that I'm interested in pursuing... It's good to see how things work on the practical level instead of the theoretical."

A film major and a work-study employee in charge of video-taping dance productions, Andrew Baker, '02, sympathizes, saying "my job is helpful in that it relates to what I want to do." However, he adds, it is "sometimes problematic getting enough hours, since the assignments are erratic and the pay is low." His comment evidences one of the most common concerns in student employment, a need for wage increases.

Though the majority of students seem content with their employment, many do express dissatisfaction about how seemingly low wages make it difficult to balance academics with earning enough to support oneself.

President of the International Students Organization, Sumit Roy Choudhury '01 works 20 hours a week—the maximum set for international students—and says of the work-load, "It boils down to an ability to better manage my time."

It is difficult, though, he adds, for international students, "because—though this is a generalization—a lot of us come from third world countries and have a definite financial need... A greater percentage of international students work, I think, and I see a lot of people who come to Middlebury and are discontent. There aren't enough jobs to work, and it's hard to make enough money when you start out at $5.25 or $5.50 an hour." "We need to make sure that international students in particular have an equally good experience here," states Toby Dougherty '00, a strong advocate of student-wage increases.

Tiffany Sargent, director of Student Activities, explains the administration's standpoint. "When I first started this in 1985," she states, "wages used to vary by department, so that a big department, like English, could pay better wages than a smaller one such as Studio Art. This is why we implemented the wage scale." However, she admits, "Since federal minimum wage was recently raised, we have lost some of the edge-up that we used to have on it."

The wage scale itself is set ultimately by Bob Huth, vice president of the administration and Middlebury's chief financial officer. He and his committee have already decided that no wage increases will be implemented during the next fiscal year ("unless the federal minimum wage increases," says Sargent).

In the Student Employment Office, Bergland declares, "I'm embarrassed to work with students and have to pay them so little." She adds, however, that she doesn't "have the overall perspective of the college, though." Cam Brown, '99, states, "I work two jobs, and I love 'em... The one problem is that the college doesn't support the departments enough so that they can pay us what we deserve. Wages should be slightly raised, and the responsibility is the administration's."

However, Sargent does remind the student body that there are "creative ways" to make enough money and that "financial aid and the administration work hard to be mindful of the burden of students" and the amount of debt they could incur.

"You can't look at students' wages in isolation," she continues. "Student wages can't bump up against the staff's, for one thing and, for another, if we raise student wages, then the college budget will need alteration, and pretty soon another tuition increase will result."

Students call for a legitimization of SGA

(continued from page 22)
around campaign time did representatives become more vocal in the public's eye. She finds this drop-off frustrating.

"People come in [to office] and lose a lot of their energy. They need to stay strong, not just at election times."

Brown, like Morello, offered an idea about the creation of new means of communication, perhaps through e-mail to students with information about SGA plans that would be sent on a regular basis.

People come in [to office] and lose a lot of their energy. They need to stay strong, not just at election times.
—Kyla Brown

Kaia Laursen '02 is an active member of finance committee, and will be in charge of symposiums next year.

She feels that SGA tries hard on student-initiatives, but believes that many students are too apolitical when it comes to campus issues. "Many students are so busy with other things that they tune SGA out," she said.

Universally, these students and others on campus seem to feel that SGA sometimes misses the opportunity to be really active and get the student voice in the community.

They feel that SGA needs to be more active in commons planning and planning for the new student center, as well as issues that affect students now like parking (particularly with the upcoming Ross Commons renovations), lighting and safety on campus, sexual-assault policy and cable in dorm rooms. All argued for more communication by SGA with students, in the form of e-mail, better SGA briefs in the *Campus*, or an SGA board in McCullough with agendas and information on committee actions.

Lastly, they all offered advice to Dana Dunleavy '00 and James Okomboli-Ongonga '00.5, president and vice president elects. Dunleavy and Okomboli should learn the processes of SGA quickly and effectively so they can become effective as soon as possible. The pair should also avoid the partisan politics of the SGA that some students have criticized, and should actively solicit student input in new ways.

Students seem to want the SGA to do more and to hear about it more often.

Through effective publicity and representatives who hold the required meetings with their constituents, they feel SGA can be a more positive student force on campus.

Grueling academics are demanding but satisfying

(continued from page 23)
their reasoning for giving students Ds or Fs, assuming that there must be some overwhelming reason for the poor marks.

Professors also agree that if students remotely put in any work, they are highly likely to pass the course. From the students' perspectives though, the good grades are earned and grade inflation is a myth.

"Too many people are too concerned with grades," says Rosenfield. "When you die, no one is going to remember what your grades were like in college."

She also suggested that grades are a poor measure of ability and that knowledge and a system of comments from professors might be more beneficial.

From a more technical point of view, students are content with the MARS system of registration.

"Registering from your computer in your room is much more convenient than standing in lines at McCullough," says Hartt.

Most students get to enroll in their first choice courses, although there are often complaints about the lag time between registering and finding out about enrollment.

"This semester was the first time I had problems with registration and that was because I didn't pay my PIN bill!" says Russell Costa '01.

Students at Middlebury really are content with the academic program the college offers.

There is something for everyone, and the system itself works well, for the most part.

If the students had one thing to tell professors it would be to keep in mind that students are trying to keep up with the same amount of work for four classes, not just one.

Midd-kids learn that, in the words of Thomas Henry Huxley, "the most valuable result of education [is] the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not."

Social life found to be lacking in diverse options

(continued from page 20)
Even for the many students who do drink, the party scene can get dull.

"The social scene can get old and repetitive," said Cary Costello '02, "You have to be creative be in your social plans. I wish there were more diverse options to break the monotony. Don't get me wrong. I have a lot of fun with the way things are. I probably don't even take advantage of all the social outlets that are out there, but it would be more fun with more options."

The role drinking has played in the social life at Middlebury has changed since the alcohol policy has tightened. Students seem to agree that drinking has not decreased as a result, but that only the visibility of alcohol has lessened.

"The way security operates actually promotes binge drinking " said Thornton McEnery '02.5 Smaller, private parties that involve drinking in a dorm room have become more popular.

The new, party format is believed to promote "pre-loading" in which a large amount of alcohol is consumed in a short period of time. "The only problem I have with the social life here is the new alcohol policy," said Craig Hine '02, "It actually discourages healthy drinking."

Social life doesn't have to be just about partying on the weekends... During the week, for me, it's all about study breaks and procrastinating with friends.
—Peter Lee

The role that the social houses play in the social life has change as result of the more stringent alcohol policy.

"The school has changed a lot since my freshman year," said Charles Macintosh '99, a member of ADP. "I don't think social houses will still be around in five years. I've had a blast my four years here, and I'm concerned that if I come back in ten years the school will have changed too much." Macintosh believes that the social houses are the only social option for students who choose to drink, and that the commons system will replace the social houses and "take away the freedom that students have right now."

While not everyone actively promotes the social houses many students do seem to be in favor of the houses' contribution to the school.

"The social houses are not nearly as intense as the Greek scene at a lot of other schools," explained Connolly. "If I go to a social house, it's usually by default, but I end up having fun anyway."

An overwhelming majority of students agree that Middlebury is a very social environment, all days of the week, not just weekends.

During the week, most students agree that the social life does not involve as much drinking as the weekends because schoolwork consumes the majority of time.

"Social life doesn't have to be just about partying on the weekends," said Lee.

"During the week, for me, its' all about study breaks and procrastinating with friends."

Middlebury seems to live up to its reputation as a "work hard, party hard" school, and the majority of students like it that way.

Doonesbury

BY G.B. TRUDEAU

TODAY, NEW STORIES OF HORROR AS THOUSANDS OF NEW REFUGEES FLED KOSOVO...
...VICTIMS OF THE MOST MURDEROUS CAMPAIGN OF ETHNIC CLEANSING TO TAKE PLACE IN EUROPE SINCE WORLD WAR II!
MEANWHILE, A NATO MISSILE TOOK OUT A PUMPING STATION IN SERBIA TODAY. ROLAND HEDLEY HAS MORE.
PETER, LOTS OF HURT FEELINGS IN BELGRADE TONIGHT..
NATO NAZIS! NATO NAZIS!
THIS IS SUCH A STRANGE WAR. ONE SIDE IS SO BRUTAL THAT IT THINKS NOTHING OF GENOCIDE...
THE OTHER SIDE IS SO CONCERNED WITH HUMAN LIFE THAT IT SCRUPULOUSLY ACKNOWLEDGES EVERY UNINTENDED CASUALTY.
IT'S LIKE WE'RE FIGHTING TWO COMPLETELY UNRELATED WARS, ONE IN THE AIR, ONE ON THE GROUND, WITH EACH SIDE TOTALLY IGNORING THE OTHER!
OUR FIRST DYSFUNCTIONAL WAR.
IN A WAY, IT'S NOT A FAIR FIGHT.
PETER, I'M TALKING WITH A MAN ON THE STREET IN DOWNTOWN BELGRADE FOLLOWING ANOTHER NATO MISSILE ATTACK...
MAN-ON-THE-STREET, DON'T YOU AND YOUR FRIENDS EVER THINK, HEY, ALL 19 COUNTRIES IN NATO ARE AT WAR WITH US— WHAT'S UP WITH THAT?"
THAT'S RIDICULOUS— WE'RE ONLY FIGHTING THE U.S., WHICH HAS INSTALLED PUPPET GOVERNMENTS THROUGHOUT EUROPE!
NOW THAT'S PROPAGANDA, PETER.
19 COUNTRIES— HA! NICE TRY!
GENERAL, COULD YOU COMMENT ON THE LATEST COLLATERAL DAMAGE REPORTS?
LOOK, WE'RE TRYING TO WAGE WAR AGAINST AN ENEMY WHO HASN'T ANY REGARD FOR HUMAN LIFE...
MEANWHILE, DO YOU HAVE ANY IDEA WHAT KIND OF STANDARD WE'RE BEING HELD TO?
...AND NATO DEEPLY REGRETS SCARING THE NIGHT WATCHMAN.
NATO'S ATTACK ON THE CONVOY MOST OF PRISTINA ALSO RESULTED IN THE DESTRUCTION OF FOUR APC'S AND A TANK, WHICH WE DO NOT REGRET...
...AND ONE RED CIVILIAN TRACTOR, WHICH WE DEEPLY REGRET. ALSO NOT WAS A TAXI, WHICH WE ALSO REGRET, AND A COMMAND CAR, WHICH WE DON'T.
THE HIGHWAY WAS ALSO DAMAGED, MUCH TO OUR REGRET, EXCEPT FOR THE ACCESS ROAD TO THE GARRISON, FOR WHICH NATO DOES NOT APOLOGIZE.
JAMIE, THERE ARE REPORTS OF SHATTERED FLOWER POTS...
WOULD THESE BE CIVILIAN FLOWER POTS?
JAMIE, IS IT TRUE THAT DOZENS OF INNOCENT CIVILIANS WERE AWAKENED BY LAST NIGHT'S MISSILE ATTACK?
IF SO, NATO DEEPLY REGRETS IT.
THERE WERE ALSO REPORTS THAT CIVILIAN CARS WERE SCRATCHED WHEN...
OH, FOR CRYING OUT LOUD, MAN! IT'S A WAR!
THAT'S MORE LIKE IT...
NATO DEEPLY REGRETS MY OUTBURST.

ANNOUNCEMENTS

Worth Mountain Lodge Announcement

In order to use the Worth Mountain Lodge, located at the top of the Snow Bowl, you must follow these steps:

1. Call Jessica White at x7303 or Susanne Fogt at x6192, who are the current Cabins and Trails Officers for the Mountain Club, to reserve the lodge. Your best bet is to call in advance to be sure to reach one of us, as we are the only two people to contact. We must then call security and tell them that you are coming so you can pick up the key from Security.
This is the only way you will be able to get the key to the lodge.

2. The lodge is big enough for two separate groups — therefore, we will give two groups permission to use the lodge at the same time because there are two keys at Security.

3. However, it is possible for the first group to reserve the lodge and check out both keys so that they can have it to themselves if they would like privacy.

4. Return the key to Security as soon as you get back and HAVE A GREAT TRIP!

Student Activities Reminder

Students are requested to vacate their dormitory rooms within 24 hours of their last exam. This regulation will be strictly enforced in order that Custodial Services may prepare for the housing of parents and other guests during Commencement Weekend and for Reunion Weekend.
The only students who will be allowed to remain in the dormitories after the deadline are graduating seniors and certain other students who have written permission from the Student Activities Office to stay because of involvement in Commencement activities. A fine of $100.00 will be imposed on those students who do not leave within the 24 hour period of their last scheduled exam.

OVERHEARDS

"Oh yeah, she's still hot!"
—Theater professor on the intricacies of lighting design

"I'm wearing underwear. That's weird! Was I wearing underwear yesterday?"
—Baffled dancer changing before a performance

"Oh! I'm always on my knees!"
—Women's tennis player posing for team photo

"I'll dance with anyone. I'm a slut."
—Male political science professor

Moshing in Pepin

David Barreda

Students moshed and skanked to the Mighty Mighty Bosstones, *who played in Pepin gym for MCAB's annual spring concert.*

Films reflect hard work, inspiration

By Jeff Price
Staff Writer

They have all worked very hard, and they would appreciate your support, and you may very well enjoy what they have to offer. Thus, you should go, Thursday, May 6 at 7:00 p.m., to Dana Auditorium and take a part in the student film showcase. The films will mark the completion of 11 film/video 500 and 700 independent projects, pieces somewhere in the vicinity of 15 minutes in length that required over a semester of work, which translates to many, many hours of toil.

Professor Ted Perry, an advisor to several of the film students, promises a "very broad range among the projects." With 11 students hoping and straining to complete their films by Thursday evening, the event will display the work of "the largest group of people to finish final projects," Perry has ever witnessed. He believes that "some of the projects are some of the best" he has seen.

The films are strung together in the video/editing room in the basement of Sunderland Language Center. Videos are shot, digitized and stored on hard drives, Perry explained. The Media 100 system allows footage to be easily manipulated and, if all works out as planned, provides full frame broadcast quality picture.

Deb Ellis, a Burlington film maker who works part-time at Middlebury as the other advisor to students undertaking independent projects, compares using the new video technology (vs. the old, non-linear method) to "the difference between writing on a typewriter and working on a word processor." Further, Perry believes that knowledge of the new equipment makes students "much more marketable," estimating that as many as 80 percent of the students who complete independent projects for the film/video major go on to work in the film industry in some capacity.

Nick Temple '99 offered his thoughts on the film-making process: "The most important thing I've learned is that the process starts in October, November. Then you keep reworking, reworking."

Junior David Shomaker, when asked how much time he had spent on his film, responded, "A lot. I was here every day over spring break. The project's done. I'm trying to make it pretty." The last few weeks leading up to Thursday night will find students in the editing room through all hours of the day and night, trying to finesse those last-minute touches with hope in the genius of hysteria. Ellis said that she very much enjoys the last few weeks, the panic, the pressure and the drive to the finish as "everyone starts feeding off each other in a nice way." Senior Sean Vawter describes the showing that culminates a semester and more of work before what is typically a packed house in Dana Auditorium as "nerve-wracking."

Subjects range from a documentary on the swim team to a documentary on dance and eating disorders.

Stories and angles behind each film vary. Perry gave his opinion concerning diversity in subject and style among this year's films: "Nothing bothers me more than seeing all the kind of works a faculty member would make."

He knows he does not have to worry. Styles range from documentary to traditional narrative to not-so traditional narrative to tradition-defying experimentation. There will be laughter, thoughtfulness and maybe, maybe just a twist of enlightenment.

Subjects range from a documentary on the swim team, to a documentary on dance and eating disorders to a chance meeting on a train ride to a boy, his yo-yo and a good-hearted Russian custodian.

The screenplays are generally written prior to the spring term. Story ideas pop out from anywhere. Vawter conceived his film, entitled "One of Us," around two in the morning one night before coming up to school and began batting away at his keypad immediately (formally completing the script during January).

Sam Folk-Williams '99 created a film which was perhaps not inspired, but rushed in a different direction by his discovery of old footage that his grandfather shot in the 1940s collecting dust in an attic (it is no longer collecting dust).

All and all, the student showing promises to be good. Good in that you will likely enjoy it. So, get there early. Bring your own popcorn.

The Rascal King

David Barreda

Dickie Barrett, *lead singer of the Mighty Mighty Bosstones entertained Middlebury students last Friday night in Pepin Gym.*

Fabulous acting saves slow script

By Meg Taintor
Staff Writer

In the production of "Rosencrantz and Guildenstern are Dead" that went up in Wright Theater the weekend of April 3, the Player King explained to Rosencrantz and Guildenstern that the use of a dumb-show in theater prior to the performance of a play was to help the audience understand: "It makes the action that follows more or less comprehensible; you understand, we are tied down to a language which makes up in obscurity what it lacks in style."

Director Doug Sprigg need not have worried. For his production of "A Month in the Country," which went up this past weekend in the Studio Theater, the dumb-show was not needed, since there was no "obscurity," either in language or in the plot: By the end of the first half hour, every audience member knew what was going happen and it only remained for us to grimly wait it out. The fact that the storyline was utterly predictable and boring was not aided by the pantomime before the show which gave away what little suspense that Turgenev's script had somehow allowed to remain.

The performance of all involved (designers, actors, even the run crew) soared above the earth and yet the evening remained earthbound because of a leaden script.

And so the cast must be given credit for almost universally breathing life and vitality into these characters, despite the confines of a script which allowed them very little emotional development over the course of the two and a half hours of the production.

The play is a love triangle. Or rectangle. Or nonagon. Essentially, everyone wants someone they can't have, and the play ends with none of them (except the doctor and the governess) getting the person they want. The two central women, Natalya Petrovna and Vera Aleksandrovna (played by Stephanie Janssen '99 and Sarah Nelson '99, respectively) are warring over the affections of the young tutor, Aleksei Nikola (Joe Varca '02), who comes into their home. Meanwhile, various suitors pursue Natalya and Vera, without ever succeeding in attaining their desires.

The success of "A Month in the Country" is dependent on creating a strong link between the audience and Natalya. The viewers must feel a sense of identification and empathy with her. Despite a valiant effort and a remarkable performance by Janssen, Natalya never achieves more in the eyes of the audience than a contemptuous pity for her desperate conniving and cruel manipulations. And the fault lies not with the actress, but instead entirely with the script, which fails to evoke this sympathy.

Janssen created a warm, multi-faceted woman who was torn between her friendships, her common sense, her duty and her desire for more. However, Turgenev's words damned her to the role of villain in our eyes.

Other remarkable performances came from Sarah Nelson, Clark Freeman '99.5 and Frank Wildermann '99. Nelson, as the young rival of Janssen, gave such youth and innocence to Vera that she was a joy to watch. She is one of the only two characters in the play who actually experiences a dynamic emotional progression. The performance Nelson gave was heart-breaking, as the Vera she portrayed shifted from the innocence and joy of youth to a state of growing cynicism and despair at the end of the play.

Clark Freeman played Rakitin, Natalya's loving friend. His portrayal of the character was believable and compelling. As the only other figure in the play who actually develops emotionally throughout the course of the story, Freeman was eloquent in his love, painfully honest in his pain and anger, and, finally, heart-wrenching in his honor.

The facets of Rakitin's and Natalya's friendship were explored in a variety of fresh and interesting ways, and this relationship became the most interesting to follow.

Frank Wildermann created some of the most vital energy of the evening as Shpigelsky, the doctor who is more than what he seems. Chameleonic in nature, Wildermann shifted between the social butterfly who entertained the other characters (and the audience—I breathed a sigh of relief whenever he stepped onto the stage) with his buffoonery, and the dark social outsider who existed in silent hatred of those he served.

And yet, despite these compelling actors and the wonderful performances they gave, they were stifled by a script almost entirely devoid of interest. Thankfully, the piece was cut from its original length—an additional hour and three-quarters would have been unbearable.

The design for the show also

(see Actors, page 30)

Courtesy Photo

The cast of "Prometheus," an award-winning play written in German by Yseult Tyler '99 poses in the Gamut room.

"Prometheus" triumphs at German theater festival

By Anne DeWitt
Arts Editor

Over the past semester, Middlebury—a college renowned for its language program—has put its linguistic talents to use outside the classroom. This spring has seen a rash of plays which have challenged Middlebury audiences by presenting theater productions in another language: "Coser y Cantar" in Spanish, "L'altro Figlio" in Italian, and "L'Impromptu de Versailles" and "Les Acteurs de Bonne Foi" in French.

On Thursday, April 29, "Prometheus," a work written in German by Yseult Tyler '99 and directed by Carina Beyer '00, won the college-level division of the annual German theater festival and competition in Mount Holyoke, Massachussetts. The works presented at this day-long event are judged both on the quality of the performance and the fluency of the German in which they are presented. The Festival runs from 8:00 in the morning until 5:00 at night, and includes three age groups: middle school, high school and college.

"Prometheus" deals with the absence of Germanic legend in today's Germany, in the relation of myth to present day culture.

"I think that we won because it was such an original and creative work," said Beyer. She describes the other plays presented in the college division of the festival as either slapstick or "the basics of German theater." "Prometheus," said Beyer, proved far more original than its competitors. "We were wildly outside of those parameters."

Written by Tyler, a German major, as part of her 700-level project, "Prometheus" deals with the absence of Germanic legend in today's Germany. "I'm interested in the relation of myth to present day culture," said Tyler. German mythology—which resembles, but is not identical to ancient Scandanavian tradition—remains mysterious. Tyler attributes this phenomenon to the spread of Christianity. The influence of this religion arose in Germany much earlier than in the country's northern neighbors of Sweden and Norway. As Christianity's importance and power grew in Germany, it essentially wiped out all, or nearly all, traces of the old Germanic myths. Today, only traces of pre-Christian Germanic culture remain. Meanwhile, Christianity arrived in Scandanavia much later, and, therefore, Norse mythology was protected from being wiped out as earlier as its Germanic counterpart.

When writing "Prometheus," Tyler drew on the limited amount of information she—indeed, anyone—possesses about the Germanic myths. She then supplemented this knowledge with Norse legends. Though not identical, the two mythological systems resemble each other very strongly, especially in terms of the gods and goddesses that each one deifies.

After years of obscurity, the old stories experienced a resurrection during the 1930s and 1940s. During Hitler's rule of the country, he and the Nazis incorporated the legends into their ideology, holding them up as an important part of Germanic heritage.

As a result of how the myths were employed by the Nazis, Germans today ignore them almost completely, not wishing to remind themselves of the dark years of their country's twentieth-century history. "They reject [the mythological system] because it's linked to the Nazi moral system," said Tyler.

"Prometheus" explores this rejection on an allegorical level. Within the stories of Germanic mythology exists a belief in a period of time when the gods die. This time is known as "Ragnarok," and is also present in Norse myths. Tyler elected to use this belief as a central

(see Prometheus, page 31)

Simic's poems illuminate the dark

By David Keeling
Managing Editor

Charles Simic is a poet of the night, and all of his work is tinged with darkness of one kind or another. In "Dream Broker," a poem from his latest collection, "Jackstraws" (Harcourt, Brace & Co., 1999), Simic writes, "You may find yourself with my help / Taking small, apprehensive steps / In a cabal of side streets, / Doorways on the lurk, dim store signs. / Insomnia Detective Agency, restorers / Of defaced and mislaid memories, / Are at your discreet service...." In "Jackstraws," Simic takes the reader on just such a tour of shadowy side streets and abandoned memories, proving, along the way, that his most recent poems are just as enchantingly strange and vivid as those of his past.

Jackstraws is divided into three parts. The short poem "The Voice at 3 a.m." that begins Part I of the collection establishes the tone of the whole; the poem's only lines are "Who put canned laughter / Into my crucifixion scene?" and they evoke the dreamscape that these poems inhabit. Not only that, but "The Voice at 3 a.m." effectively reveals the blend of pop culture and the "sacred" that Simic concocts so frequently. This peculiar conflation provides Simic with poetically productive contrasts time and again; for instance, in the darkly humorous poem "Medieval Miniature," he addresses the subjects of a painting of "souls burning in hell," noting, "How exceedingly modest your eternal torments / Appear to me in comparison / To that of a firebombed city." In still another poem, he focuses on the dummies used in atomic bomb tests, and, in general, Simic seems as prone to place death cheek-to-cheek with other objects and ideas as he places the events of the past with the language and cultural detail of the present.

Happily, what has remained constant in "Jackstraws" is Simic's propensity for finding images from everyday life.

Whatever the poem, though, Simic is forever careful to attend to the small things as well as the large, and, in the case of "Jackstraws," this smallness is often literal. In Part I, bugs crawl from nearly every poem, at times as a representation of the soul, as in the fly of "The Soul Has Many Brides"; or others as "teeny dadaists on the march / ... making me perform / Showstopping contortions / To reach after you with a slipper," in "Non-Stop War with Bugs"; or at other times as something to identify with, as in "Bug Doctor." Simic's concern for the small things of life has always been evident in his poetry, especially through the past poems that function as meditations on a particular object, but in "Jackstraws" he zooms in even further.

Part II of the collection works with themes of sex and sensuality. Even in the first poem, Simic muses upon the girl at the checkout desk of a library, who, "Is painting her lips red / Using my sweating forehead as a mirror. / Her roving tongue / Is a long-tailed comet in the night sky." This poem only hints at the surreal nature of the poems to come, such as "Ship of Fools," in which "In the sky, a flock of white shirts / Are flying to laundry line in Africa," and the florist arrives, "on the / Back of a shark / Bringing a dozen bouquets of white roses." Surrealism and sensuality mix in poems like "Filthy Landscape," wherein "A ditch opens its legs / In the half-undressed orchard / Teeming with foulmouthed birds / And smutty shadows." Compared to poems like these, the simplicity (and innocence) of image in "Love Poem" is refreshing and beautiful; after a list of images, Simic alludes to himself and his lover with the final stanza: "Night at the fair. / Woodwind band. / Two blind pickpockets in the crowd." The last poem of Part II. nicely closes the theme of love by casting Simic away from it; as he comes to an all-too Edenic park in "My Little Utopia," he finds the gates locked, and "the tree-lined winding path / Already streaked with shadow, / Masking a couple kissing / As they mosey away from me."

In casting himself as a devil figure in the final poem of Part II, Simic also elegantly opens up one of the leitmotifs of Part III: demons and gods. In "On a Lack of Respect Paid to the Ceiling," for example, Simic plays with the concept of the ceiling as God—after all, as he notes, like God, it is "Overseer of all your goings-on." Other poems present a more embittered relationship with God, such as "To the One Upstairs," in which God becomes the "Boss of all bosses of the universe. / Mr. know-it-all, wheeler-dealer, wire-puller," who Simic asks, "Doesn't it give you the creeps / To hear them begging you on their knees, / Sputtering endearments, / As if you were an inflatable, life-size doll?"

Part III of Jackstraws ends with two outstanding poems. The first, "Talking to the Ceiling" (now established as an alternate for God), is longer than most of Simic's work, and presents a series of astounding images, phrases, questions, and declarations. Death is especially prominent in the piece, as is the theme of insomnia. Not only bugs, but gods and demons also reappear here when he writes, "I'm not just any black flea on your ass, / I shouted to every god and devil I could think of!" The second poem, "Mystic Life," is perhaps more overtly philosophical than the rest of the poems, and in it Simic implies that life is "like fishing in the dark, / If you ask me: / Our thoughts are the hooks, / Our hearts the raw bait." "Mystic Life" also echoes T.S. Eliot's

(see Poet, page 29)

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Wildermann goes out with a bang, performing 24 hours

By Anne Dewitt
Arts Editor

The Middlebury arts community continually pushes the bounds of tradition. This spring included a play performed in almost complete darkness ("Power Out"), an exhibit of viewer-dwarfing photographs ("The Big Picture") and a dance concert that became a tour of the college ("Circlesong"). One of the year's final arts events, "Museum," directed by Frank Wildermann '99, will close the year on an appropriately unique note. The play will begin on Sunday, May 9 at 8:00 p.m. outdoors on McCullough Green and will run continuously until 8:00 the following evening.

"I wanted to go out of this place with a bit of a bang" said Wildermann, a double Theater/English major. He cites as his inspiration for the twenty-four hour theatrical effort a daylong version of Ionesco's work "The Bald Soprano," which was staged during the summer of 1998 as part of a New York City Theater festival, in which Wildermann took part. Though he did not actually see the production, the stories he heard told about it aroused his interest, and he decided to create a similar event at Middlebury.

Written by playwright Tina Howe, "Museum" takes places in an art museum, that in Wildermann's imagination, is probably located in New York City. It follows a parade of a range of people as they react to three pieces of art. The first is four white, blank canvases. The second is tiny sculptures of chicken bone. The third is a clothesline of mannequins. Wildermann estimates that the actors will go through the entire script roughly 20 times during the course of the 24 hours.

These three pieces make up the only set of the play, whose staging remains minimalistic. Deb Sivny '99, whose credits include last month's lavishly beautiful "Rosencranz and Guildenstern are Dead," designed the costumes. Student Activities will provide lighting, while a stereo and speakers make up the sound system.

Wildermann sees the work as essentially about perceptions of art. He describes the characters reactions to what they see in the museum as varying as widely as the characters themselves. A college student finds the blank canvasses absolutely ravishing; a trio of housewives thinks they are an appalling example of non-art which certainly does not belong in a museum. "What one person responds to in a religious sense, another person responds to not at all," says Wildermann. As part of this religious motif, he sees the museum guard as the center of the play. "This is his shrine the [three artworks] exude a sense of religiousness to him."

The Middlebury theater community has reacted to the play with enthusiasm. "The response has really been overwhelming," said Wildermann. Such interest bodes well for the actual performance of "Museum." Wildermann is hopeful that some audience will attend even the more difficult hours of production day three a.m., four a.m., five a.m.

"I wanted to provide a playground for actors," Wildermann said. He hopes that "Museum" will open new horizons of creativity for the castmembers in terms of what they can do with or make out of their characters when given so many repeated opportunities for exploration and improvisation. "I want people to fly with their impulses," he said, saying that this project was motivated in part by a desire to "see what happens."

As a means of achieving that goal, Wildermann has scheduled only minimal rehearsals of "Museum." The play's various scenes, which are quite short, have each only been run through once. With this looseness, Wildermann means to keep the actors from constraining themselves to one interpretation of the script and of their character. "Their objective is keeping each other entertained," he said. "It will be interesting at hour six when they realize they have to do this for another 18 hours."

Wildermann wishes to provide an experience for the audience as well as the actors, hoping to reach members of the Middlebury community usually not exposed to theater. "I'm interested in taking theater out of theater and bringing it to a place where people who don't see plays can have the chance to see a play."

French Class to put on double bill

By David Sterrett
Staff Writer

The theater within the theater is the common theme in both French plays being put on May 4 and 6 at 7:30 p.m. in the Chateau Grand Salon. This production is the project of the French course FR 402 "Le Français par le Théatre" (Learning French through doing theater). The meaning of this title is that the process of putting on this play is an effective way to improve written and spoken French. The students not only had to act out their roles but were also involved in all the other activities that go into making a successful production: from creating posters to working on makeup and organizing the music and sound.

Both plays are around 50 minutes in length and are all in French. "L'Impromptu de Versailles" was written by Molière in 1663, two years after he came under protection of King Louis XIV. This play was his response to the critiques that other acting troupes had made of his plays and the personal attacks they made about his marriage in 1662 to a woman 20 years younger than him. The play takes place at the King's Palace, the Chateau de Versailles, where Molière and his troupe are trying to prepare for a play they must put on before the king in a few hours. The actors have not had enough time to learn their roles, so the king tells them just to improvise. Even though they have very little time to rehearse, his actors manage to distract the king by encouraging him to describe a play he has written responding to the attacks of the other acting troupes. Molière continues until he realizes that time is running out. From there he has his actors improvise as they satirize many aristocratic and snobbish stereotypes such as the marquis, the coquette and others. Periodically their play is interrupted to distinguish clearly between reality and fiction. All of a sudden the king's servant arrives to tell them that the king is on his way and that they must start their play. This announcement leads to the exciting climax of the play.

This play was written in response to the criticisms of other acting troups.

Right after "L'Impromptu," another group of students will put on "Les Acteurs de Bonne Foi" which was written by Marivaux in 1757. This play is a bit more lighthearted and focuses on the class distinctions of the day. Two nobles, Eraste and Angélique, are to marry. In celebration, Eraste's aunt, Mme Amelin, has asked the servants to put on a play to surprise Angélique's mother, Mme Argante. Merlin, Eraste's servant, agrees to organize the play involving his fiancée Lisette and two peasants, Colette and Blaise, who are engaged to be married. Since Merlin, like Molière, does not have much time to think of a plot he decides the play will be improvised. He and Colette will pretend to be in love to encourage the jealous reactions of Blaise and Lisette. This idea runs into trouble because Blaise has a hard time making the distinction between reality and the play. In his anger he makes so much noise that Mme Argante finds out about the play. She is so strict and formal that she demands Mme Amelin to cancel it. This gives Mme Amelin an idea; she decides to create an improvised play in which Mme Argante will be an actress without knowing it. Mme Amelin tells Mme Argante, Eraste, and Angélique that she has decided to cancel the marriage because of Mme Argante's earlier anger and marry her nephew Eraste to their 40-year-old friend Araminte. This creates a furious reaction from the lovers and Mme Argante who act very well without even knowing it. Again, like the Molière play, a *deus ex machina* comes to resolve all of the confusion between the servants and the nobles.

Michel Gábrielli, who directed the play, has put on many plays before, during the Middlebury summer session and at the University of Michigan. His wisdom and patience were very helpful with these beginning actors. Clothilde Lamy, the French assistant, also contributed greatly to the success of these plays. She organized many extra rehearsals to make sure everyone understood and knew their lines. After this experience, the students think that this type of class is necessary in every language department at Middlebury. Those students who have not yet been to France are so much more prepared for their junior year abroad because of the speaking and comprehension skills they have learned from this course. Others who are getting ready to leave Middlebury were able to solidify their French skills for their entrance into the work world. All in all, it was a great learning experience and a lot of fun.

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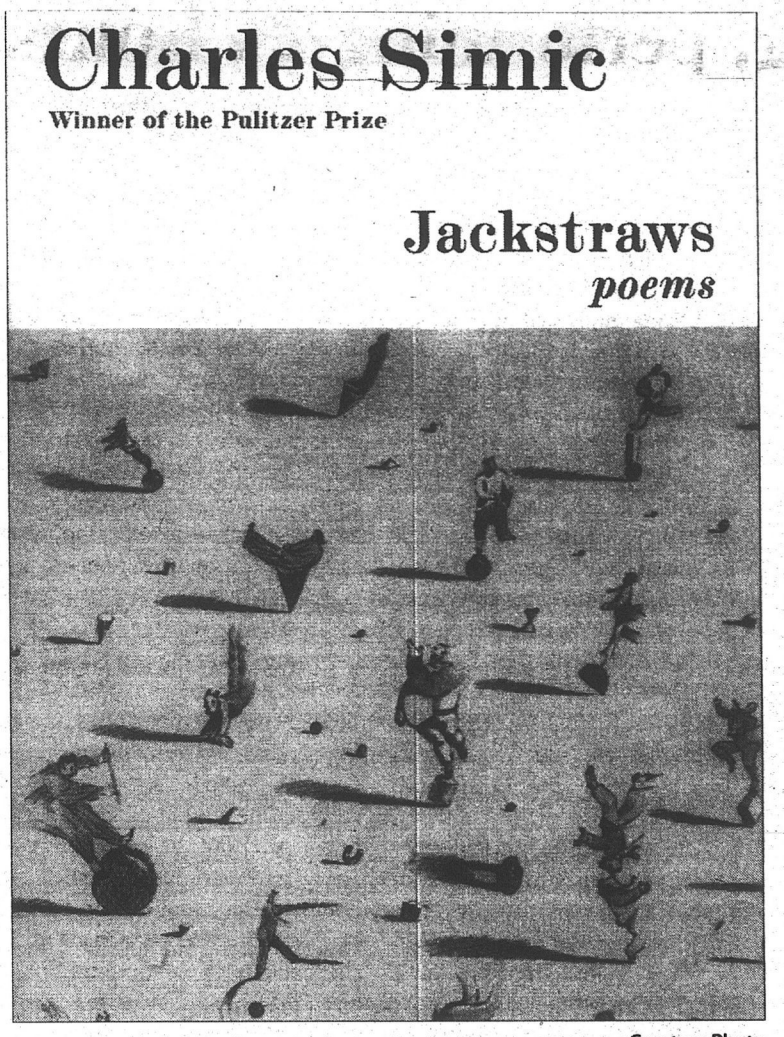


Courtesy Photo

A poet of the night who consorts with pop culture

(continued from page 28) 27

work in some ways, most notably in its snippets of conversation and its reflection on the habits of middle-class life. Mirrors and doors play important roles in this final poem, as does the concept of infinity, which, for Simic, proves ominous.

All in all, the poems are a stunning addition to Simic's oeuvre. Perhaps the most distinguishable difference between the new poems and the old is what seems a heightened awareness of the sounds of the words themselves, and thus the new poems are somewhat more musical than those of his past. Happily, what has remained constant in "Jackstraws" is Simic's propensity for finding images from everyday life and viewing them from angles that alter their significance and the reader's impression of them. At one point, he writes, "I've heard I've been made the official match vendor / Of the great dark night of the soul?" and in the poems he affirms this, striking matches in all the darkened niches and corners of life, bringing each poem forward with a spark and the sharp scent of the match-strike.

"Crimes of the Heart" entertains

By Anne Marie Calareso
Staff Writer

"It was a bad day. It was a really bad day." Despite the beautiful summer weather, there was a large turnout for Sunday afternoon's final performance of "Crimes of the Heart." The Zoo felt like a furnace, and, as the audience used their programs as fans, the actors persevered through numerous "accidents" to create an entertaining and thoughtful experience.

The play begins with Lenny, played by sophomore southerner Lindsay Frost '01, celebrating her birthday alone by lighting a candle which she has placed on top of a cookie. This sad and yet, strangely comic image of a young woman aging in solitude sets the tone for the rest of the play. At times, the tension was so intense that the audience and the characters could do nothing but laugh hysterically.

The story centers around the lives of three sisters living in Hazelhurst, MI. Lenny is the oldest sister, and although she has just turned thirty, she is unmarried and bears the responsibility of caring for her hospitalized granddaddy.

Lenny is in many ways the emotional center of the play as the entire action occurs in her kitchen, the heart of the home. Lindsay Frost's portrayal of this character, scorned in love and bruised by a hard life, bordered on pathetic throughout the first act. However, as she caught on to the enthusiasm of the second act, Frost allowed herself to relax into the multi-dimensional emotional suffering of her character.

Lenny's youngest sister, Babe, played by first-year Megan West, has shot her husband the previous afternoon and is now facing attempted murder charges. Released on bail, Babe comes to her sister's home to deal with her painful past and her uncertain future.

Babe is a child, simple-minded and generally portraying an external happiness. However, West's brilliant performance allowed the audience to witness the deep internal pain that Babe is suffering beneath her jovial exterior. When she attempts to commit suicide, the audience cannot help but laugh at her own determination despite many obstacles.

In addition to the predicted portrayal of her character, West was able to adapt to many of the unexpected incidents that occurred during the performance. When she accidentally tipped over the glass of lemon juice that she was planning on give her sister, she quickly squeezed another lemon without breaking character or panicking.

The characters managed to expose the inner workings of the female psyche while dealing with immense emotional torment caused by a life of abuse.

West also played off the other characters, allowing them to find their own emotional niche without allowing it to affect hers. Meg (Maria Ostrovsky '02), Babe's wild and rebellious older sister, has trouble balancing her desire to accept her old life with her family and her failure to make it on her own. Although Ostrovsky attempted to be both apathetic and fiercely overprotective of her sisters, at times she seemed to be expressing emotions that she was not experiencing.

Stunning performances were put in by the supporting cast. Erin Carr '00, as the sisters' cousin, Chick, talked with just the right balance of shrill tone and sickly sweet, southern accent. Chick brought the most comedy to the play in her insistence on knowing what was right for everyone and "helping" the sisters by telling them what to do. The audience could do nothing but cheer when Lenny finally takes a broom and whacks Chick in her rear, chasing her out of the house and up a tree.

Carr's exaggerated performance was complemented by the subtle movements and words of Ryan Palsrok '01 as Doc Porter. An old friend of the family who has been crippled both figuratively and literally by his love for Meg, Doc's stunted phrases and stiff movements helped to ground the audience by reminding them of the severity of the action.

The most charismatic performance was put in by Tim Brownell '02 as Barnette Lloyd, the lawyer who is defending Babe in the case against her husband. From his loud energetic entrances to his passionate defense of Babe and his vendetta against her husband, Barnette Lloyd was clearly more than just a lawyer. At least, he wanted to be more. Brownell's easy movement between passionate excitement and tenderness demonstrated a clear focus and a real understanding of the motivations of his character.

Although the play did lack a certain polish, the direction by Jana Beagley '99 was well done. The characters managed to expose the inner working of the female psyche while dealing with immense, emotional torment caused by a life of abuse.

At the end of the play, as the sisters smeared birthday cake on each other's faces, it was clear that both the characters and the actors were immersed in happiness.

Arts Smarts

Thursday, May 6

7:00 p.m. Screening: Film/Video 500 and 700 Independent Projects. Come see the most fascinating screening of 1999, billed as "better than Star Wars," this spring's final film/video projects promise to be the best ever seen at Middlebury. Narrative, Documentary, Experimental and Wildly Experimental videos from 11 juniors and seniors will astound, amaze and downright awe even the most skeptical of glassy-eyed audiences. Come early to secure a seat. Refreshements will be served during the intermission. Dana Auditorium

Friday, May 7

7:00 p.m. Film: "The Jerk" (94', 1979, R, DVD, Dolby Digital) Navin grew up in Mississippi as adopted son of a black family. But on his 18th birthday, he wants to discover the rest of the world and sets out for St. Louis. Everyone exploits his naivete, but then a simple invention brings him fortune. Admission is $1. Sponsored by the American Movie Club. Twilight Auditorium 101

7:30 p.m. Encore Screening: Film/Video 500 and 700 Independent Projects. The second screening of the much talked about film/video independent projects will be as stimulating and irresistable as the first, but refreshments will not be served on the second night. Dana Auditorium

8:00 p.m. Production: "Self Torture and Strenuous Exercise" and "Third and Oak: The Laundromat" (Also at 8:00 p.m. Thursday and Saturday and 2:00 p.m. Sunday. {see details above}). The Theater department has blown itself out of the ground this year with one remarkable performance after another. Come enjoy one more. Hepburn Zoo

8:00 p.m. Video Projection: "To Serve & Protect" (Also at 8:00 p.m. on Monday, Tuesday and Thursday). Come catch a glimpse of the only installation art that Middlebury has gracing its conventional grounds. Johnson Lounge 406

8:00 p.m. Play: "Sex, Drugs, & Rock 'n Roll" (Also at 8:00 p.m. Thursday {see details above} and 2:00 p.m. and 8:00 p.m. Saturday.) Center for the Arts Studio Theatre

8:00 p.m. Spring Concert: Bobolinks. Come join the Bobolinks for their last show of the semester. This show features a mixture of new tunes and old favorites. Admission is $2 at the door. Mead Chapel

9:00 p.m. Drive-In Movies: "Animal House" and "The Fugitive." Sponsored by MCAB. Rain location: McCullough Floor. McCullough Lawn

9:30 p.m. Film: "LA Story" (98', 1991, PG-13, DVD Dolby Digital 5.1) Harris Telemaster is the "Wacky Weather" presenter for a Los Angeles television station. He finds himself battling the insane conditions and people caused by the manic chaos that is Los Angeles. Striving to achieve happiness (or at least a date), he finds a helping hand from the last person expected: the city of LA itself. Admission is $1. Sponsored by American Movie Club. Twilight 101

Saturday, May 8, 1999

2:00 p.m. Play: "Sex, Drugs, & Rock 'n Roll" (Also at 8:00 p.m. Thursday {see details above}, Friday and Saturday.) Center for the Arts Studio Theatre

8:00 p.m. Student Vocal Recital: Spring Serenade. Featuring voice students of Lia Kahler and Dan Marcy and others. Sponsored by the Music Department. Center for the Arts

8:00 p.m. Production: "Self Torture and Strenuous Exercise" and "Third and Oak: The Laundromat" (Also at 8:00 p.m. Thursday {see details above} and Friday and 2:00 p.m. Sunday.) Hepburn Zoo

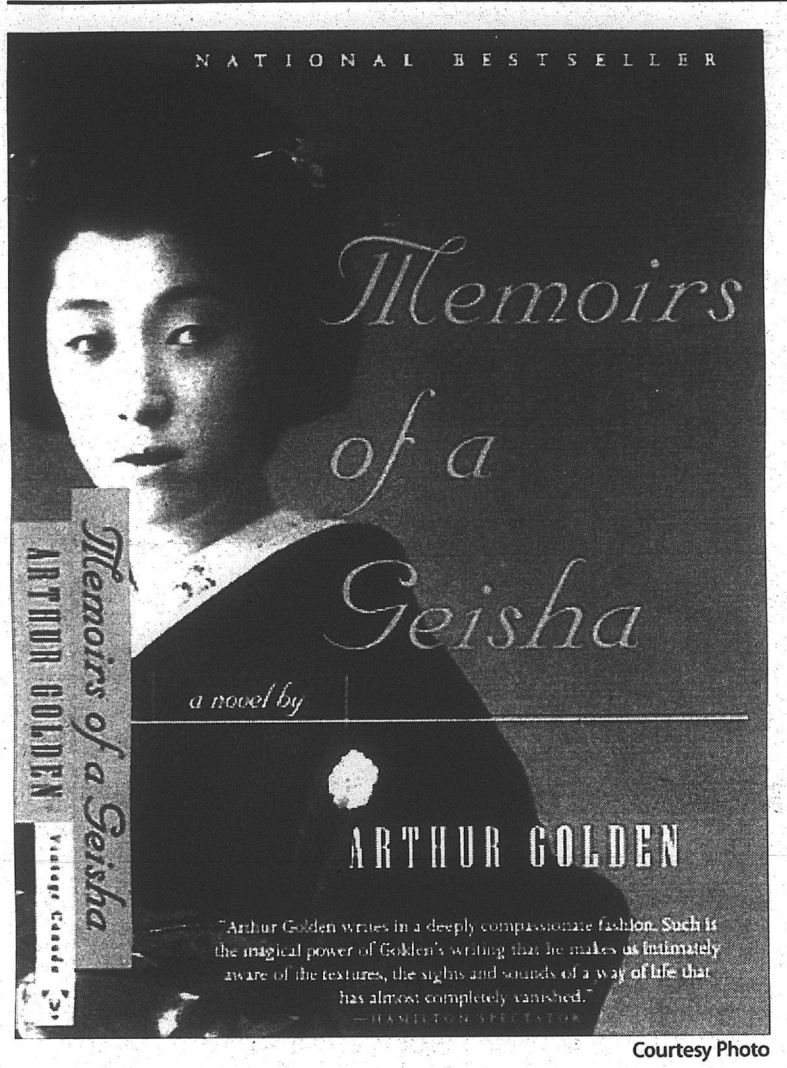
8:00 p.m. Play: "Sex, Drugs, & Rock 'n Roll" (Also at 8:00 p.m. Thursday {see details above}, Friday and 2:00 p.m. Saturday.) Center for the Arts Studio Theatre

Sunday, May 9, 1999

2:00 p.m. Production: Self "Torture and Strenuous Exercise" and "Third and Oak: The Laundromat" (Also at 8:00 p.m. Thursday {see details above}, Friday and Saturday.) Hepburn Zoo

7:30 p.m. Spring Concert: Middlebury College Flute Ensemble. Accompanied by Greg Vitercik on piano. Flautists: Anna Conrad '02, Tara Gokas '01, Kelly Knapp '01, Christina Whitten '01, Stephanie Parker '99, and Eleanor Brown '99. Ensemble Director, Anne Janson. The program includes Barber of Sivelle, by Gioachino Rossini; Carmen Fantasy by François Borne and lots more. Center for the Arts Concert Hall

8:00 p.m. Outside Play. "Museum." McCullough Lawn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Memoirs of a Geisha
ARTHUR GOLDEN
Courtesy Photo

Sayuri delivers new novel of chance

By Laurie Manus
Associate Editor

The novel "Memoirs of a Geisha" tells the tale of chance. Chance is the best adjective to describe how a young girl rose through the ranks from her humble fishing village origins to one of the most gifted geishas of Japan in the 1920s.

Nitta Sayuri chose to have her life memoirs recorded to document her childhood as an orphaned daughter of a fisherman sold into slavery through her struggle to become an established geisha and her love for a stranger. After 18 months the manuscript of her memoirs was dictated, but Sayuri placed the restriction on her memoirs that they could not be published until she and other prominent figures die.

In reality author Arthur Golden spent over 10 years studying the geisha culture and chiefly relied on the personal accounts of the geisha Mineko Iwasaki to write "Memoirs of a Geisha." The result is incredible authenticity and a novel that absorbs the reader into the geishas' true world of entertaining men- not to mention spending over one year on the New York Times Best Seller list and being rated as the number one international best-seller.

In "Memoirs of a Geisha" Golden makes a point to distinguish the role of geishas from that of prostitutes. Geisha are highly trained entertainers and artisans who maintain high levels of respect in the Japanese culture. A geisha, in fact, looks down upon a prostitutes for not being an artist. The description of a geisha fits the western definition of prostitution. A geisha's virginity is auctioned off to the highest bidder. Regardless, every geisha must undergo a strict and intense period of training in order to master the arts of music, dance and proper behavior with her male clients.

From the first pages of the novel the reader becomes entranced by the unbelievable strength and conviction that Sayuri exhibits as a young child. Although the novel contains over 430 pages of rich detail, the reader will fly through this novel in a matter of days. The reader's relationship with Sayuri becomes so intimate that she can not imagine shutting the book and abandoning such a close friend.

As a wide-eyed and innocent youth, Sayuri finds herself at a major disadvantage from her initial introduction into this world. Once Hatsumomo, an extremely successful and beautiful geisha who lives with Sayuri, sees the potential that Sayuri possesses, she sets out to ruin Sayuri's career at all costs. Actually it is at the cost of Sayuri, who is blamed for a series of accidents that Hatsumomo choreographs. As a result, Sayuri is expected to pay off the debt throughout her lifetime as a servant rather than as a geisha. On account of this debt, she is condemned to a life as a maid until she has a chance encounter with the Chairman.

The Chairman sympathizes with the young Sayuri who is wandering through the street crying uncontrollably after an encounter with Hatsumomo. Sayuri is consumed by her despair until the Chairman offers Sayuri his handkerchief so that she can wipe her eye. Sayuri is given the handkerchief as a souvenir which she will carry with her at all times in the future, while the Chairman departs with the image of Sayuri's sad gray eyes as a memory engraved in his heart. The Chairman's fixation with Sayuri's eyes will change her life forever, and the handkerchief embroidered with the Chairman's initials becomes the only symbol of hope and goodwill in Sayuri's humble life as a maid.

Soon after, Sayuri meets Mameha, a fierce enemy of Hatsumomo, and Mameha puts her reputation at stake to take charge of Sayuri's training as a geisha.

Once again a stroke of incredible luck hits Sayuri because Mameha is one of the most highly respected and admired geishas of the era. Sayuri, however, does not find Mameha's interest in her fate to be very odd because Hatsumomo is a despicable women, whom Mameha despises.

The reader becomes engaged in the battle waged by Mameha and Sayuri against the scheming Hatsumomo and Pumpkin, Sayuri's childhood friend. Sayuri must fight against Hatsumomo and Pumpkin to gain the attention of men and the allegiance of a special few men who will support her through the rough times of World War II in Japan.

Sayuri teaches the reader the meaning of loyalty and friendship and the demands of business in her acquaintances with a monster-like man named Nobu, the handsome Chairman, the brainy doctor, an emotional artist, the rich minister, and various other men.

Sayuri entertains these men with her accomplished dancing skills and her mastery of conversation and of flirtation with a flutter of her eyelashes. These skills, along with the water in Sayuri's personality and a lot of chance will create an extraordinary life story that Golden relates with absolute authenticity.

Actors rise above a confining script

(continued from page 26)

made a valiant effort. Jule Emerson's costumes were brilliant and breathtaking. Although at times they seemed to stretch almost to a farcical level (Kris Dekker's hair was really too absurd for words), they supported the character development and presented a beautiful stage-picture. Mark Evancho's lights and set were as simple as the costumes were extravagant. The contrast between elements provided the perfect complement.

Despite a valient effort and a remarkable performance by Janssen, Natalya never achieves more in the eyes of the audience than a contemptous pity for her desperate conniving.

Despite the beautiful sets, lighting and costuming, the actual staging of the show failed to provide any interesting visual stimulation. The actors promenaded in circles in a way that called to mind last year's "The Philadelphia Story" (also directed by Sprigg).

Indeed, much of the staging seemed to be lifted directly from that production, especially the image that opened and closed the show: Natalya Petrovna center stage in a spotlight while the men in her life framed her in isolated lights in the corners of the stage.

This somewhat obvious trick did not work in "The Philadelphia Story" last fall with Kat Inglis '98 and her four men. It proved even less effective in "A Month in the Country."

It was perhaps the only theatrical device particular to this production of the play that undermined the actors. While the costumes, set, performances and lights all supported a dignified take on the play and on the characters within it, this staging aided the script in trivializing all that and turned the ending into a soap opera. With a show this blatant, there really is no need to explain the subtext.

Perhaps the best word with which to sum up this production is "frustrating." Watching a beautifully designed production with some of Middlebury's best actors that ultimately fails because of a wretchedly boring and clichéd script is frustrating in the extreme because they never even had a chance. The performances of all involved (designers, actors, even the run-crew) soared above the ground, and yet the evening remained earthbound because of the leaden script.

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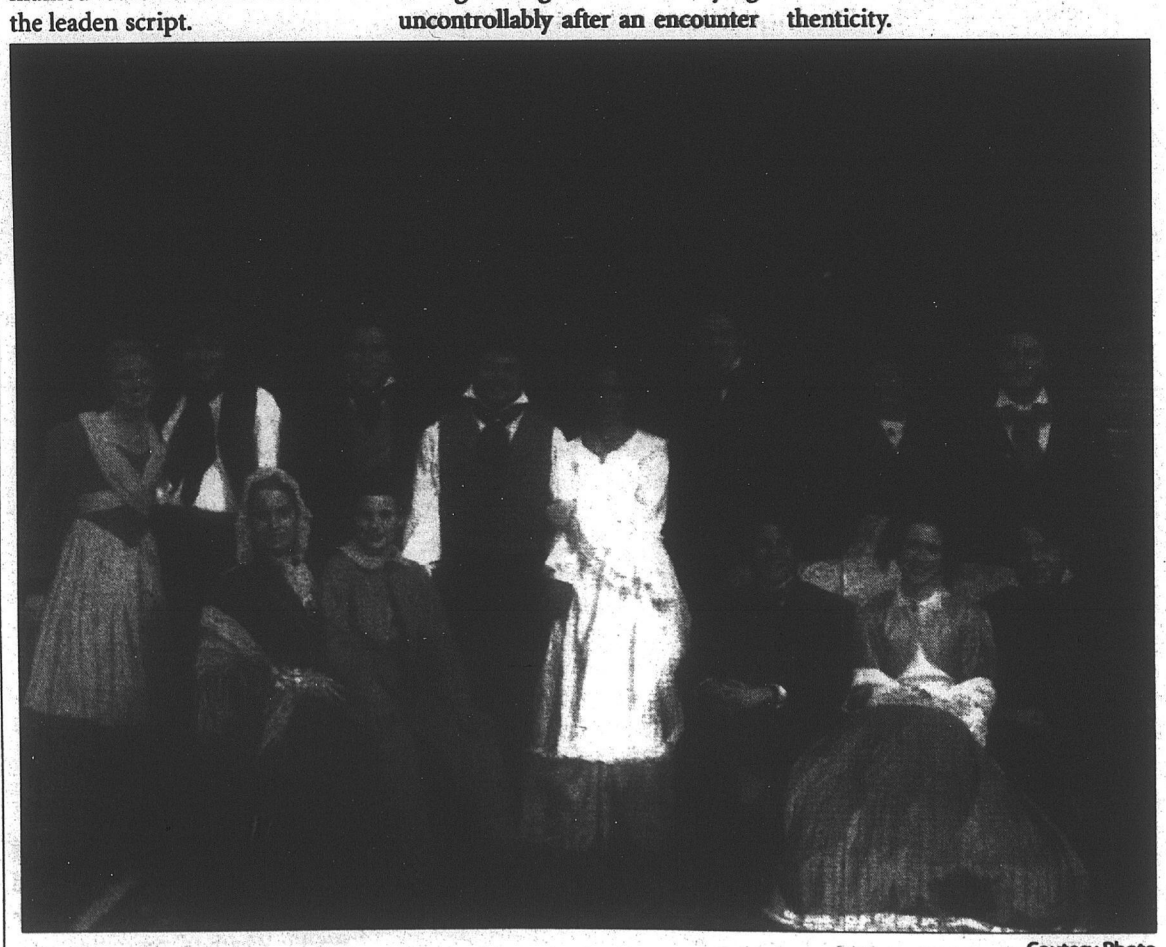

Coutesy Photo
Month in the Country, a pre-Checkhovian Russian play about life in porvincial Russia was performed in the CFA.

Clemmons contributes music and people skills

By Ben Johns and Katherine West
Staff Writers

Dr. Francois Clemmons (also known as Friendly Officer Clemmons from "Mister Roger's Neighborhood") has recently joined the Middlebury faculty as a Twilight Artist in Residence.

Though he has just begun this official position at the college, Clemmons has been forming a special relationship with the Middlebury community for almost 10 years, going back to his first performance with his world-famous Harlem Spiritual Ensemble at Middlebury in the early '90s.

Clemmons expressed his affection for Middlebury: "Singing here and being here is one of the special experiences of my life." He described the heavenly feeling of driving through the picturesque Vermont landscapes.

He also felt an acceptance from the Middlebury audience that was not superficial: "Vermont doesn't have a history for being black and having black people, but they loved the music, and they responded, and they joined in and they participated."

Dr. Clemmons has found at Middlebury the feeling he strives for on stage. He likes to feel relaxed, as though he is in his living room having a dialogue with his audience. He wants his audience to share and participate in his experience.

Dr. Clemmons has been given the opportunity to expand his relationship with Middlebury College through increased interaction with members of the community. His new role involves conducting a new College Concert Choir, working with PALANA kids, and relating to students on a personal level.

There are no accidental careers and no accidental successes... You don't accidentally learn the music, and you don't accidentally sing it well.
—Dr. Francois Clemmons

Clemmons' unselfish devotion to students has gained him great respect and admiration in the eyes of Middlebury students and faculty. It is not uncommon to see him meeting with interested students until the early morning hours or preparing Thanksgiving dinner with students unable to leave campus for the break.

Dr. Clemmons prides himself on always making the extra effort to be accessible and willing to talk to students. His good nature, humor and smile send feelings of warmth to those around him, and it is apparent that he genuinely wants to build relationships with students.

Beginning next year Dr. Clemmons will take on the role of conductor of the College Concert Choir. He brings with him a unique methodology of teaching individuals how to sing with a group even if they cannot read music.

He believes that there should be no limitations on who can participate in the choir. It will not only be open to students, but also to faculty, staff, and other members of the community who express a desire to sing.

Clemmons envisions an eclectic repertoire for the choir, including baroque, romantic, Broadway, jazz, spirituals, world folk songs and hip-hop. Dr. Clemmons realizes that it will be a lot of work to do such a variety of styles, but he is excited to work through it.

Dr. Clemmons, trained as a classical singer, has gained tremendous experience from his versatile career. He has performed in the children's show "Mister Rogers' Neighborhood," George Gershwin's opera "Porgy and Bess," as the lead singer in a rock 'n roll band called the "Jokers" and in night club and cabaret style performances.

From all of the experience as a professional musician which Clemmons possesses, he has developed a philosophy, "There are no accidental careers and no accidental successes. There are so many pitfalls in the business of being a performer that in order to be successful it has to be highly intentional. You don't accidentally learn the music and you don't accidentally sing it well."

Dr. Clemmons wants students to get to know him on a personal basis. He believes that it is important for performers to have an open channel of communication with their audience. Developing a personal relationship with Clemmons off-stage will also provide a new light with which one views him on stage. Spending any time with Dr. Clemmons, whether running into him on campus, stopping by his office, or talking with him at a performance will be a cherished experience not soon forgotten.

Orchestra Concert

Josh Nothwang

In their last concert of the school year, the Middlebury College Orchestra performed Friday night with a program that featured singer Olga Lisovskaya and composer Christopher Molina '99.

"Prometheus" explores mythology

(continued from page 27)

metaphor in her text. However, she chose to look at the death as an exile rather than as an actual termination.

As "Prometheus" opens, the fertility goddess Freya, played by Anita Chavez '99, explains this exile and reveals that before the gods left they decided to give man a gift to help and support him in their exile. The play then moves backwards in time to show the gods—here represented by Frejya and two male battle gods, played by Ian Malin '99.5 and Mark Neville '99.5—calling to them a single man, portrayed by Josh Richards '02, who, according to Tyler, symbolizes the entire German people. They reveal themselves to him, letting him know that they are his gods and the gift is essentially this knowledge. They hope that in allowing man to know for certain of their existance, man will feel that his own presence on the earth is divinely justified. This act represents the Nazis' resurrection of the old myths.

The play's third scene finds man misusing this gift. Armed with the awareness of his gods, he sees himself as better than the rest of the world, and this arrogance makes him impatient with the cultures around him. Scene three represents the Nazis' vision of themselves as a superior race, and their subsequent confidence in their right to subdue all other cultures to their dominion.

Man's abuse of their gift horrifies the gods. They decide to take it back and then send themselves into exile, an action which represents the disappearance of myth from German culture.

Work on the piece began during the 1999 January term, when Beyer started adapting and condensing the second act of Tyler's play, which runs in total about two hours, down to the twenty-minute production presented at Mount Holyoke and summarized above. She chose cast-members during the first two weeks of the spring term, and then rehearsals began.

During Hitler's rule of the country, he and the Nazis incorporated the legends into their ideology, holding them up as an important part of Germanic heritage, but they have since disappeared.

Beyer attributes the play's excellence largely to Tyler. "She gave me the material. I only put the pieces together."

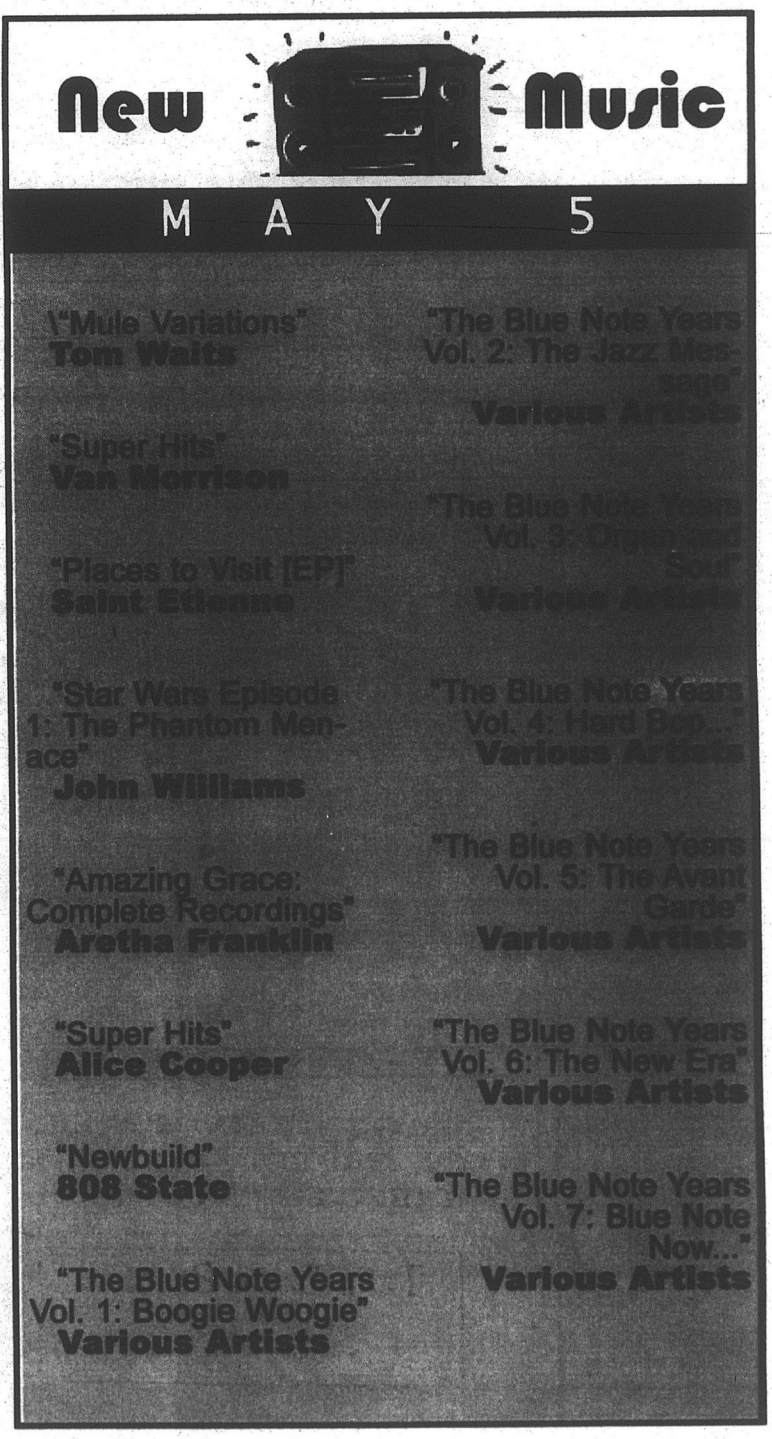
Tyler, for her part, returns the compliment. "We won because Carina has a lot of theatre experience and knew how to direct a piece that would be effective visually." Both praise the actors, none of whom had previously participated in a theatrical production. "The people that went had a very high level of German," said Tyler.

Beyer, who has directed plays for Middlebury summer school the past two years enjoyed working with a cast who had never acted. She calls working with novices "a very different experience. I had to start from the basics." In fact, she rather enjoyed the posssiblities. "I could just mold them," she said. The results, she felt, proved outstanding. Watching them at the festival, she found herself amazed at the depth of emotion conveyed. "It was by far the best performance they delivered," she said, adding that "at that point it didn't really matter if we won or lost."

According to Beyer, the title of "Prometheus" has caused some confusion. "Prometheus" actually refers to a figure in Greek mythology who, after creating mankind, stole fire from the gods on Mount Olympus in order to help his creation succeed in the harsh environment into which he had placed it.

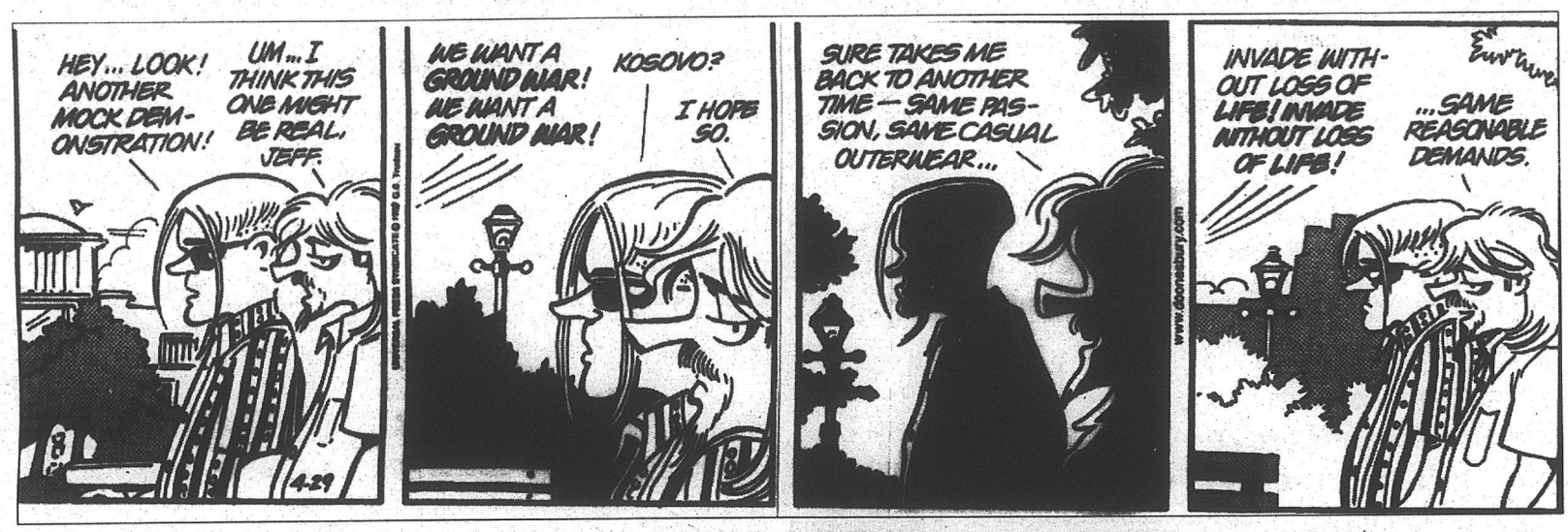
Although Prometheus' plan worked out well for mankind, it caused him endless suffering. As punishment for his theft, the gods chained him to a rock, where every day a vulture would swoop down upon him and eat out his liver—an organ which underwent daily renewel, in order to foster daily torture.

The program notes explain the title. "The play itself parallels the myth of Prometheus, the Titan who brought fire and blind hopes to mankind and was punished by Zeus with torture and exile."



Doonesbury

BY G.B. TRUDEAU


HEY... LOOK! ANOTHER MOCK DEM-ONSTRATION!
UM... I THINK THIS ONE MIGHT BE REAL, JEFF.
4-29
WE WANT A GROUND WAR! WE WANT A GROUND WAR!
KOSOVO?
I HOPE SO.
SURE TAKES ME BACK TO ANOTHER TIME — SAME PAS-SION, SAME CASUAL OUTERWEAR...
INVADE WITH-OUT LOSS OF LIFE! INVADE WITHOUT LOSS OF LIFE!
...SAME REASONABLE DEMANDS.
SEND IN THE TROOPS! SEND IN THE TROOPS!
4-30
YOU KNOW, I REALLY CAN'T BELIEVE WHAT I'M HEARING. IT'S LIKE THE '60s ARE BEING RE-STAGED IN AN ALTERNATIVE UNIVERSE.
WELL, THE TIMING'S RIGHT. KIDS TODAY HAVE BEEN SENSI-TIZED ABOUT MAK-ING SACRIFICES IN A JUST CAUSE!
THEY HAVE? BY WHAT?
"SAVING MATT DAMON."
LET'S HIT THE BEACHES! LET'S HIT THE BEACHES!
IT'S SO STRANGE TO HEAR STUDENTS CHANT-ING, "BRING BACK THE DRAFT"! IT'S LIKE I'M HAVING AN ANTI-FLASHBACK!
OF COURSE, IT'S DUMB TO COMPARE YOUR ERA WITH MINE. THESE ARE DIFFERENT WARS, DIFFERENT ISSUES...
5-1
YOU WERE IN THE BIG ONE, RIGHT?
NOT SURE. I'VE SEEN TOO MANY MOVIES.
WELL, FOLKS, THAT CON-CLUDES OUR LITTLE... HEY! IS THAT WALDEN'S OWN PRESIDENT KING OVER THERE?
WHY, YES, IT IS! HI THERE, MR. PRESIDENT!
WHY, HELLO, ZIPPER! GIVING A TOUR?
4-26
YES, SIR!
WELL, DON'T FORGET TO MENTION OUR SPECIAL TWO-FOR-ONE OFFER!
OH, RIGHT! ANYONE HERE HAVE SIBS?
SPACE IS LIMITED, SO TELL THEM TO ACT NOW!
WAS THAT GIRL WE MET ON THE TOUR REALLY ZIP-PER'S GIRLFRIEND?
YUP. HER NAME'S CRICK-ET.
SHE'S HOT. HOW'D HE MEET HER?
HE NOTICED HER CHECKING HIM OUT IN CLASS, AND BOOM, THEY JUST HOOKED UP.
NOW... THAT'S IMPRESSIVE...
4-28
WOULDN'T YOU LOVE TO SEE THE NOSE CONE VIDEO?
NAH, I'M A LITTLE OLD FOR THAT.

BOX SCORES

The Week of April 27 - May 4

BASEBALL

PANTHERS 28, CADETS 5
April 29, 1999

MIDDLEBURY	AB	R	H	BI	BB	SO	Avg.
Maletis OF	4	3	3	5	1	0	
Mark 2B	3	2	1	1	2	1	
Cormier PR	1	0	0	0	0	0	
Coates 3B	2	1	0	1	2	0	
Kestner 3B	1	1	0	0	1	0	
Blake C	3	3	1	1	1	1	
Walker C	2	1	1	0	0	1	
Exner DH	4	2	1	1	0	1	
Downs DH	1	0	1	0	0	0	
Dickie 1B	6	3	4	6	0	0	
Pless OF	0	3	0	0	2	0	
Hamm SS	6	5	4	5	0	0	
Sengle OF	4	3	3	3	0	0	
O'Neil OF	1	0	0	0	0	0	
Otten P	0	0	0	0	0	0	
Dudley P	0	0	0	0	0	0	
Hommeyer P	0	0	0	0	0	0	
DeGregorio	0	0	0	0	0	0	
Totals	**41**	**28**	**20**	**24**	**9**	**4**	

Norwich.....	0	2	2	1	0	0		5	5	6
Middlebury.....	1	3	3	1	5	5	1	x	28	20	0

LOB- Midd 7, N 12. 2B- Dickie 2, Maletis. 3B-Hamm. HR- Maletis. SB- Sengle.

Middlebury	IP	H	R	ER	BB	SO	ERA
Otten	3.0	4	5	5	7	7	
Dudley (W)	2.0	0	0	0	3	5	
Hommeyer	1.0	0	0	0	1	2	
Degregorio	1.0	1	0	0	0	0	

A-75.

THOROUGHBREDS 6, PANTHERS 1
May 1, 1999

MIDDLEBURY	AB	R	H	BI	BB	SO	Avg.
Maletis OF	4	0	1	0	0	0	
Mark 2B	3	1	2	1	2	0	
Coates 3B	2	0	0	0	1	1	
Blake C	2	0	0	0	0	0	
Exner P	2	0	1	0	1	0	
Dickie 1B	3	0	1	0	0	0	
Pless OF	3	0	1	0	0	1	
Hamm SS	3	0	1	0	0	1	
Sengle OF	2	0	0	0	1	0	
Dudley P	0	0	0	0	0	0	
Totals	**24**	**1**	**6**	**1**	**5**	**2**	

Middlebury.....	1	0	0	0	0	0	0	1	6	0
Skidmore.....	0	6	0	0	0	x		6	6	0

LOB- Midd 9, S 4. 2B- Pless. HR- Mark. SF-Blake.

Middlebury	IP	H	R	ER	BB	SO	ERA
Exner (L)	5.0	6	6	4	0	1	
Dudley	2.0	0	0	0	0	1	

WP- Exner. A-50.

PANTHERS 10, THOROUGHBREDS 3
May 1, 1999

MIDDLEBURY	AB	R	H	BI	BB	SO	Avg.
Colonno OF	4	0	0	1	0	2	
Maletis OF	5	1	2	2	0	0	
Mark 2B	4	1	2	2	0	0	
Blake C	4	1	2	1	0	0	
Exner DH	4	0	2	0	0	0	
Cormier PH	0	1	0	0	0	0	
Dickie 1B	2	2	1	0	2	0	
Kestner 3B	3	1	2	0	0	0	
Hamm SS	4	1	1	0	0	0	
Sengle OF	3	2	1	0	1	0	
Dudley P	0	0	0	0	0	0	
Totals	**33**	**10**	**13**	**6**	**3**	**2**	

Middlebury.....	0	0	3	3	0	1	3	10	13	3
Skidmore.....	0	0	0	0	2	0	1	3	5	1

E- Kestner, Hamm, Sengle. LOB- Midd 6, S 2. 2B-Mark, Exner. HR- Mark, Blake. SF- Colonno. SH- Kestner. SB- Maletis, Sengle.

Middlebury	IP	H	R	ER	BB	SO	ERA
Dudley (W)	7.0	5	3	0	4	7	

A-50.

PANTHERS 7, BANTAMS 3
May 2, 1999

MIDDLEBURY	AB	R	H	BI	BB	SO	Avg.
Maletis OF	3	1	1	0	1	2	
Mark 2B	3	0	1	0	1	1	
Coates 3B	4	1	0	1	0	0	
Blake C	2	1	1	1	1	0	
Exner DH	3	1	1	0	1	1	
Dickie 1B	2	1	0	1	1	2	
Pless OF	2	1	2	3	1	0	
Hamm SS	1	0	0	1	1	1	
Sengle OF	2	1	0	0	1	0	
Husband P	0	0	0	0	0	0	
Totals	**22**	**7**	**6**	**7**	**8**	**7**	

Trinity.....	0	0	0	0	1	2	0	3	5	0
Middlebury.....	0	0	0	0	7	0	x	7	6	3

E- Hamm (2), Blake. LOB- T 6, Midd 7. 2B-Pless. SH- Hamm.

Middlebury	IP	H	R	ER	BB	SO	ERA
Husband (W)	7.0	5	3	1	3	13	

WP- Husband (3). A-200.

PANTHERS 6, BANTAMS 2
May 2, 1999

MIDDLEBURY	AB	R	H	BI	BB	SO	Avg.
Maletis OF	4	1	1	0	0	1	
Mark 2B	3	1	0	0	1	0	
Coates 3B	3	1	1	0	0	1	
Blake C	3	0	1	0	0	1	
Exner DH	2	0	0	1	1	1	
Dickie 1B	3	1	0	0	0	0	
Pless OF	3	2	1	0	0	1	
Hamm SS	2	0	1	1	0	0	
Sengle OF	1	0	0	0	0	0	
Conrad P	0	0	0	0	0	0	
Totals	**24**	**6**	**5**	**2**	**2**	**5**	

Trinity.....	0	0	0	0	0	1	1	2	5	3
Middlebury.....	5	0	0	0	1	x		6	5	1

E- Coates. LOB- T 5, Midd 5. 2B-Pless. SB- Sengle. CS- Sengle. SH- Hamm.

Middlebury	IP	H	R	ER	BB	SO	ERA
Conrad (W)	7.0	5	2	2	0	11	

WP- Conrad. A-200.

SOFTBALL

HORNETS. 15, PANTHERS 9
April 29, 1999

MIDDLEBURY	AB	R	H	BI	BB	SO	Avg.
Siciak SS	4	3	4	1	1	0	
Gorski C	5	1	0	0	0	0	
Guttman OF	2	2	0	0	3	0	
O'Neil OF	4	1	2	2	1	0	
Herzig 3B	5	0	0	1	0	0	
Canella 2B	4	0	0	0	0	0	
Fiedler OF	3	0	1	1	1	0	
Branch DH	3	1	0	0	1	0	
Love 1B	4	1	4	0	0	0	
Britt P	0	0	0	0	0	0	
Totals	**34**	**9**	**11**	**5**	**7**	**0**	

Lyndon St.....	0	7	0	3	0	1	4	15	11	7
Middlebury	2	0	0	3	1	1	2	9	11	8

E- Siciak 3, Fiedler 2, Love 2, Guttman. LOB- L 8, Midd 11.

Middlebury	IP	H	R	ER	BB	SO	ERA
Britt (L)	1.1	3	3	3	3	0	
Love	5.2	8	12	7	0	1	

WP- Britt 2. A-50.

CADETS 6, PANTHERS 0
April 30, 1999

MIDDLEBURY	AB	R	H	BI	BB	SO	Avg.
Siciak SS	3	0	2	0	0	1	
Gorski C	2	0	1	0	1	1	
Love DH	3	0	0	0	0	2	
Guttman 1B	1	0	0	0	1	1	
White 1B	1	0	0	0	0	0	
O'Neil OF	3	0	0	0	0	1	
Herzig 3B	3	0	0	0	0	1	
Cannella 2B	3	0	1	0	0	1	
Fiedler OF	2	0	0	0	0	0	
Branch OF	2	0	0	0	0	0	
Britt P	0	0	0	0	0	0	
Totals	**23**	**0**	**4**	**0**	**2**	**10**	

Middlebury....	0	0	0	0	0	0	0	0	4	4
Norwich.....	1	0	2	0	1	2	x	6	8	0

E- Canella 2, O'Neil, Britt. LOB- Midd 4, N 7. 2B- Canella DP- Midd 1.

Middlebury	IP	H	R	ER	BB	SO	ERA
Britt (L)	6.0	8	6	4	2	1	

WP- Britt. A-50.

CADETS 6, PANTHERS 3
April 30, 1999

MIDDLEBURY	AB	R	H	BI	BB	SO	Avg.
Siciak SS	4	1	1	0	0	0	
Gorski C	3	1	1	0	0	0	
Love DH	3	1	1	2	0	0	
Guttman 1B	2	0	0	1	1	0	
O'Neil OF	1	0	1	0	2	0	
Herzig 3B	3	0	0	0	0	1	
Cannella 2B	3	0	0	0	0	0	
Fiedler OF	3	0	1	0	0	0	
Branch OF	3	0	0	0	0	0	
Britt P	0	0	0	0	0	0	
Totals	**25**	**3**	**6**	**3**	**3**	**1**	

Middlebury....	3	0	0	0	0	0	0	3	6	1
Norwich.....	1	0	3	1	0	1	x	6	8	0

E- Siciak. LOB- Midd 4, N 5. SB- Fiedler. DP- Midd 1.

Middlebury	IP	H	R	ER	BB	SO	ERA
Love (L)	5.2	6	5	5	3	2	
Britt	0.1	2	1	1	0	0	

WP- Love 3, Britt. A-50.

The Campus would like to thank Brad Nadeau and the Sports Information Department for their help in making the box score page a reality.

MOUNTAINEERS 11, PANTHERS 10
May 1, 1999

MIDDLEBURY	AB	R	H	BI	BB	SO	Avg.
Siciak SS	6	1	4	1	0	0	
Gorski C	4	1	1	2	0	0	
Love DH	5	1	1	0	0	0	
Guttman 1B	5	3	4	1	0	0	
O'Neil OF	5	2	2	3	0	0	
Herzig 3B	4	0	4	2	0	0	
Cannella 2B	5	0	1	1	0	0	
Fiedler OF	5	1	1	0	0	0	
White OF	2	0	0	0	0	1	
Branch OF	3	1	0	0	0	0	
Britt P	0	0	0	0	0	0	
Totals	**44**	**10**	**18**	**10**	**0**	**1**	

Middlebury.....	3	0	0	0	4	0	3	0	10	18	4
So. Vermont.....	5	0	0	4	0	1	0	1	11	6	5

E- Gorski, Guttman, Herzig, White. LOB- Midd 12, S.V. 5. 2B- Siciak. HR- O'Neil. SB- Siciak. CS- Fiedler. SF- Gorski.

Middlebury	IP	H	R	ER	BB	SO	ERA
Britt (L)	3.2	4	8	3	3	0	
Love	4.1	2	3	1	2	2	

WP- Love, Britt. A-50.

PANTHERS 11, MOUNTAINEERS 7
May 1, 1999

MIDDLEBURY	AB	R	H	BI	BB	SO	Avg.
Siciak SS	5	2	3	1	0	0	
Gorski C	5	2	2	1	0	0	
Love P	5	2	1	1	0	0	
Guttman 1B	5	0	1	1	0	0	
O'Neil OF	4	1	2	0	1	0	
Herzig 3B	4	1	2	4	0	0	
Cannella 2B	5	0	1	0	0	1	
Fiedler OF	5	2	1	0	0	0	
Branch OF	4	1	1	3	0	0	
Britt P	0	0	0	0	0	0	.000
Totals	**42**	**11**	**14**	**11**	**1**	**1**	

Middlebury.....	2	0	2	1	3	2	1	11	14	6
So. Vermont.....	1	1	1	0	2	0	2	7	8	6

E- Canella 3, Herzig 2, Gorski. LOB- Midd 12, S.V. 6. 3B- Siciak. HR- O'Neil. SB- Love, Fiedler. SF- Herzig. DP- Midd 1.

Middlebury	IP	H	R	ER	BB	SO	ERA
Britt	2.0	3	2	1	1	0	
Love (W)	5.0	5	5	3	0	1	

WP- Britt. A-50.

Portsmouth police can not salvage sailor's day

(continued from page 37)

thoughts of sailing were shattered, however, when the team returned to the parking lot to load the car for the trip back to the pond. When they arrived in the parking lot they found one of the car windows smashed in. Quickly taking inventory, they found no sailing gear missing. Stolen, however, was Huoppi's camera bag along with $3000 worth of camera equipment. The thieves also found the time to snatch Morgan's book bag containing all of his class notes as well as two library books.

A lengthy interview with the Portsmouth Police left the team running late. When they arrived at the pond, one race had already started. Hastily getting changed and applying sunblock, the team sped out to the starting line. The starting sequence wound down before either boat could make the finish line, and it seemed that all hope was lost for yet another race. Amazingly, Morgan and Huoppi persevered and battled back from dead last to finish ahead of three other boats.

Later in the day, Morgan and Huoppi again chose to implement an unconventional starting style. Rather than let everyone else start ahead of them, they actually tried to get ahead of the fleet. When all of the other 11 boats were battling for position at the starboard end of the line, Morgan steered to the port end, rolling across the line with amazing boat speed. Taking only two tacks, the pair rounded the windward mark in third, and refused to relinquish their position for the rest of the race.

Shining moments like this were few and far between, however. In the end, Middlebury was unable to close the gap with Roger Williams, but was still able to hold off Brandeis. While their sixth-place finish did not clinch them a berth among the top 16 teams in the New England Championship, there is a proposal to allow the 17th and 18th teams to participate. This would likely allow Middlebury to participate in the championship, an unprecedented step for a team in its third year of existence. While the team awaits the league's decision, it can be content in the fact that its 18th position puts it ahead of over half the 41 teams in its league.

SAILING

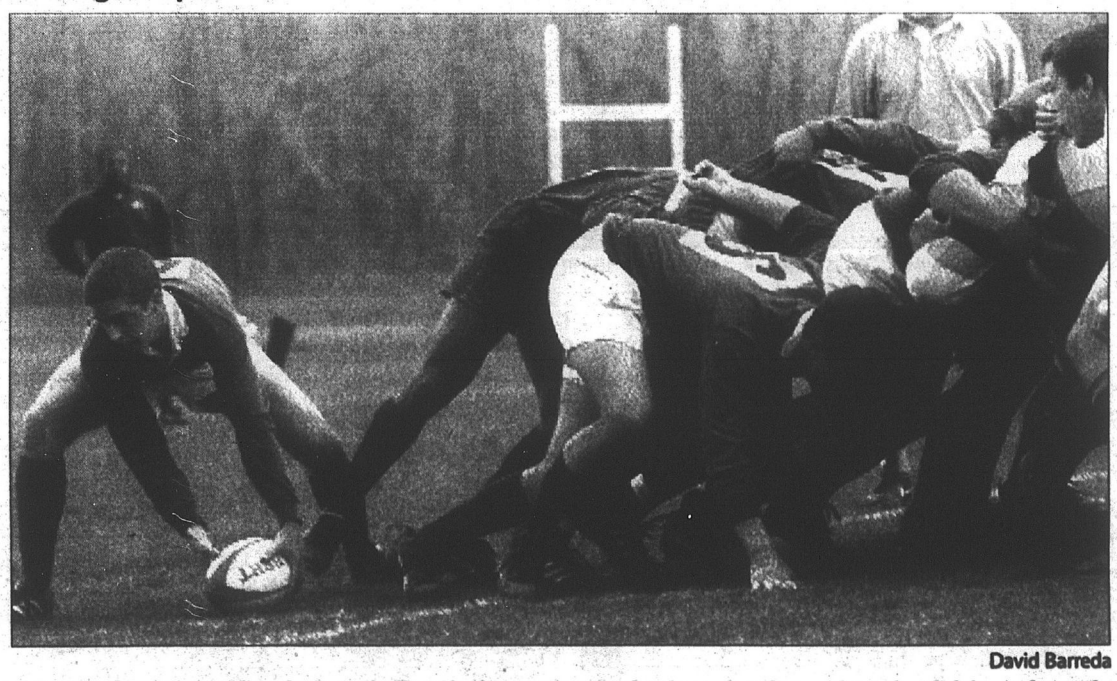
NEW ENGLAND DINGHY TOURNAMENT
at University of New Hampshire
May 1-2, 1999

	Race	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL
1. University of New Hampshire	A	4	3	4	4	4	4	2	4	1	5	2	3	3	3	4	2	52
	B	2	1	1	1	2	1	3	1	5	2	1	1	1	2	1	3	28
	Total	6	10	15	20	26	31	36	41	47	54	57	61	65	70	75	80	80
2. Mass. Maritime Academy	A	1	2	2	2	1	2	3	3	4	1	3	1	2	2	2	3	34
	B	3	2	3	4	3	4	1	3	3	4	3	5	5	3	2	2	50
	Total	4	8	13	19	23	29	33	39	46	51	57	63	70	75	79	84	84
3. Bowdoin College	A	3	1	3	1	2	3	1	2	6	3	1	4	1	1	1	1	34
	B	1	5	2	3	1	2	2	6	6	1	6	6	3	4	3	5	56
	Total	4	10	15	19	22	27	30	38	50	54	61	71	75	80	84	90	90
4. University of Southern Maine	A	2	5	1	3	5	1	BKD	1	2	2	6	2	4	4	3	5	49
	B	5	3	DSQ	7	5	5	5	7	2	5	4	4	2	1	7	7	79
	Total	7	15	26	36	46	52	60	68	72	79	89	95	101	106	116	128	128
5. Roger Williams University	A	6	4	6	7	6	5	5	6	3	4	7	7	5	6	6	6	89
	B	6	4	4	2	7	3	4	2	1	3	2	7	7	5	4	1	62
	Total	12	20	30	39	52	60	69	77	81	88	97	111	123	134	144	151	151
6. Middlebury College	A	5	6	5	5	3	6	4	5	DNS	7	5	5	6	5	5	7	87
	B	4	6	DSQ	5	4	6	6	5	DNS	6	5	3	6	7	6	6	93
	Total	9	21	36	46	53	65	75	85	101	114	124	132	144	156	167	180	180
7. Brandeis University	A	7	7	7	6	7	7	6	7	5	6	4	6	7	7	9	4	102
	B	7	7	5	6	6	7	7	4	4	7	7	2	4	6	5	4	88
	Total	14	28	40	52	65	79	92	103	112	125	136	144	155	168	182	190	190

Middlebury College

A: Jason MacMurray '00/ Hillary Munson '02
B: Chris Morgan '00/ Pete Huoppi '00

Picking the pocket



David Barreda

Adam Taylor '01 *snatches the loose ball as the large pile mistakenly pushes forward. Taylor didn't get far and neither did the Panthers, losing to Williams 35-5.*

Middlebury Pranksters finish great ultimate frisbee season

By Orin Moore
Staff Writer

You have probably seen us playing just outside the fitness center during the spring, and while we may complain about the wind or the ground being just a little too hard for consistent "lay-outs," smiles adorn most all the Middlebury Pranksters faces during these afternoons.

Having escaped the windless, sterile and hard floors of the feared fieldhouse, the spring season began, quite accordingly, with an epic road trip party to the Georgian cities of Atlanta and Savannah. Keegan Uhl '01 said, "When we were playing inside we were not playing outside so it's nice to be outside now."

Moving and grooving, hucking and sprinting, the men's team was lead into the tournament called "Terminus" by the grandfatherly captainship of Ian Shnee '99 while the woman's team followed the lead of Annie Holzman '99 and Allison Fischer '99.

That first Sunday, following an 18-hour car ride and a 2-2 record on Saturday, the men found themselves in the A pool staring down a Duke team with the score 14-14. After over two hours, the final score meant little (having lost 15-14) when considering how far we had come since the same point last year (you really don't want to know).

The women, while historically stronger than the men's team, had a difficult time acclimating themselves to the Georgian love in the air. Their weekend was highlighted by a Sunday victory over a club team whose players were sorely mistaken about what they had coming to them when they suited up.

The following week featured the friendly Atlantic Ocean, dawns worth remembering, perhaps the biggest layout by Zak Pritchard '01, and other unmentionables. Susan Batchelder '01 said, "We did lots of fun things that I don't really remember except the fact that they were fun." After a fairly Helter Skeltor tournament the following weekend, with both teams finishing well, it was back to the hopefully unfrozen North Country.

The defining characteristic of the next two weeks of practice was the encouraging and enthusiastic influence of first-years who felt the inner power of frisbee strangely take hold of their bodies and force them to play disc.

Not only was it unfrozen but it was full of warm Frisbee love. The defining characteristic of the next two weeks of practice was the encouraging and enthusiastic influence of first-years who felt the inner power of frisbee strangely take hold of their bodies and force them to go play disc. With first-years too numerous to name, much teaching was done on the intricacies of the forehand, zone defense and how to "read" the disc. Said Schnee of the first-year influx, "They act like freshmen but that is okay because they're not sophomores."

Not to be outdone by the men, the senior leadership of the woman—the aforementioned Holzman and Fischer, along with other oldies but goodies Nina Gawne, Leah Shaeffer, Stephanie Parker, Sarah Florenz, Catherine Keane and Allison Kling—found themselves teaching athletic and enthusiastic newcomers the tools of the trade.

First-years Morley McBride, Samantha Dabney, Jennifer Bloomer, Jennifer Levin, an others have been quick to learn. Their cuts already scare off children under five years of age. No doubt they are also absorbing some of their newfound skills from speedster Bachelder, the vortex of defense that is Maggie Sullivan '01, and the surprisingly wily veteran moves of Pauline Gaden '01 and Eleanor Tutwiler '02.

After coming away with a 4-0 record at the Hampton co-ed tournament championship the week following spring break the Pranksters headed off to Yale and the premier tournament of the spring in the New England area. Both men and women finished 2-2 on Saturday against stiff competition. After clearly winning the party that evening, both teams came out with a vengeance on Sunday to try and claim their place amongst the elite team of New England. While neither the men nor women were able to explode, both finished at 1-1.

After a week of intense practice, sectionals and all the pressure that this double elimination tournament holds were upon the Pranksters. The women seemed oblivious to the possibility of not qualifying for regionals, or maybe they just knew how good they were, as they took home the championship of the section with an unblemished 3-0 record.

The men, while clearly not as dominating, showed heart perhaps unseen in our past. Trailing 11-8 to UVM with the game to 13 and needing a win to advance to regionals for the first time in 2 years, it was time for the team to step up or...not step up. Thankfully, the influence of Justin Gallagher '99, and the poise and intensity of Isaac Ro '00, Uhl (broken hand and all), Orin Moore '00, Pritchard, and Daniel Graham '01, along with the young legs and ability of all the newcomers was enough for the team to pull off a 13-11 victory. Riding the wave, the men's team was then able to hand Amherst a loss, finishing at 3-1.

This Saturday brings Regionals for both men and women Pranksters with the top two teams going to the National Championships in Colorado. While nothing is certain, anything is possible, as the Pranksters have shown so far this year, always striving to go further in the face of a stiff, swirling wind and a good zone defense.

The team invites all interested to come take a look at the sport that provides us with so much enjoyment the weekend following the last week of classes during our annual co-ed tournament "Get Ho, get Lei'd" to be played out on the athletic fields. We won't get naked unless you ask us to.

Is their anything better in sports than a full-extension layout? Those who play disc will answer with an emphatic no.

David Barreda

Three pranksters practice throwing the disc around behind the field house.

Baseball

Batting	Avg	GP-GS	AB	R	H	RBI	2B	3B	HR	TB	Slg%	BB	HP	SO	SH	SF	SB-AS	PO	A	E	OB%
Jon Downs	.364	10-5	22	1	8	3	0	1	0	10	.455	1	0	3	2	0	0-0	0	0	0	.391
Ethan Mark	.363	31-31	102	29	37	28	8	3	7	72	.706	23	0	12	1	3	1-2	52	50	12	.469
Jeff Sengle	.351	32-32	97	36	34	16	8	1	2	50	.515	17	4	12	1	0	13-16	52	0	2	.466
Matt Blake	.346	32-31	104	27	36	26	4	1	2	48	.462	15	2	12	2	1	1-3	201	24	4	.434
Dan Colonno	.333	19-11	48	6	16	9	0	0	0	16	.333	3	0	5	0	1	2-3	9	1	4	.365
Chris Kestner	.323	16-6	31	4	10	3	2	0	0	12	.387	2	0	7	1	0	0-0	8	15	5	.364
Brian Hamm	.308	32-31	91	27	28	23	1	1	0	31	.341	9	3	12	6	0	3-3	31	63	20	.388
John Maletis	.307	32-32	114	29	35	19	3	0	4	50	.439	10	8	14	1	0	8-8	56	1	1	.402
Jon Cormier	.300	14-2	10	7	3	0	1	0	0	4	.400	3	0	2	1	0	0-1	0	3	0	.462
Joe Exner	.298	29-25	84	15	25	11	6	0	3	40	.476	7	0	20	0	1	0-0	8	3	0	.348
John Dickie	.287	32-32	108	24	31	27	9	2	1	47	.435	14	1	19	0	3	0-0	215	7	5	.365
Brian Coates	.264	28-27	72	21	19	20	5	0	0	24	.333	17	1	14	2	5	1-1	12	35	12	.389
John Pless	.231	22-21	52	16	12	7	6	1	0	20	.385	10	5	17	1	0	0-1	23	1	2	.403
Ted Walker	.200	5-1	5	1	1	0	0	0	0	1	.200	0	1	2	0	0	0-0	7	0	0	.333
Devon O'Neil	.000	2-0	1	0	0	0	0	0	0	0	.000	0	0	0	0	0	0-0	0	0	0	.000

Pitching	W-L	Pct	Sv	ERA	GP-GS	CG	Sho	BF	IP	H	R	ER	BB	IB	SO	WP	HB	OppAvg.
Michael DeGregorio	0-0	.000	0	0.00	3-0	0	0	10	2.1	2	0	0	1	0	1	0	0	.222
A.J. Husband	7-1	.875	0	1.89	8-8	8	1	246	57.0	47	19	12	24	0	67	7	5	.217
Tyler Conrad	6-1	.857	0	2.33	8-7	5	0	201	46.1	44	24	12	19	0	46	2	1	.243
Ben Bedford	2-1	.667	0	5.76	8-0	0	0	110	25.0	17	22	16	13	0	19	3	1	.177
Scott Dudley	2-2	.500	0	5.96	7-4	1	0	113	22.2	19	22	15	16	0	20	4	1	.198
Joe Exner	2-1	.667	0	6.82	6-5	1	0	140	31.2	27	30	24	21	1	12	6	3	.233
Jeff Lanza	1-3	.250	0	7.85	5-4	1	0	98	18.1	28	28	16	19	0	9	1	1	.359
B.J. Otten	0-1	.000	0	9.56	7-1	0	0	92	16.0	15	19	17	27	0	20	1	1	.234
Matt Hommeyer	0-2	.000	0	24.43	4-3	0	0	53	7.0	17	22	19	12	0	8	4	1	.425

Softball

Batting	Avg	GP-GS	AB	R	H	RBI	2B	3B	HR	TB	Slg%	BB	HP	SO	SH	SF	SB-AS	PO	A	E	OB%
Riann Siciak	.375	18-18	64	12	24	9	2	1	1	31	.484	8	0	6	0	1	3-5	41	39	20	.438
Michaela Love	.370	17-7	27	5	10	5	0	0	0	10	.370	0	0	2	0	0	1-1	18	21	4	.370
Stacey Gorski	.344	18-18	64	11	22	7	2	0	0	24	.375	3	0	2	0	2	2-5	33	24	5	.362
Janice O'Neil	.322	18-18	59	8	19	10	2	1	1	26	.441	6	1	2	0	0	1-1	26	2	3	.394
Hillary Guttman	.315	18-18	54	11	17	7	0	0	0	17	.315	9	2	2	1	0	1-2	36	0	2	.431
Amanda Bohnsack	.304	10-10	23	6	7	3	0	2	0	11	.478	6	1	2	0	0	2-3	49	8	5	.467
Shani Herzig	.254	18-18	59	7	15	12	0	0	0	15	.254	3	1	5	0	4	0-0	26	47	13	.284
Meghan Canella	.229	18-14	48	6	11	5	1	0	0	12	.250	3	0	6	0	1	0-0	31	17	14	.269
Amanda Fiedler	.204	18-18	54	7	11	2	0	0	0	11	.204	3	0	7	1	0	3-4	18	1	5	.246
Kristen White	.200	15-14	40	2	8	2	1	0	0	9	.225	2	0	9	0	0	1-1	53	3	5	.238
Alison Branch	.111	14-9	36	4	4	6	0	0	0	4	.111	1	0	5	0	0	0-0	13	1	0	.135

Pitching	W-L	Pct	Sv	ERA	GP-GS	CG	Sho	BF	IP	H	R	ER	BB	IB	SO	WP	HB	OppAvg.
Michaela Love	2-6	.250	0	4.49	16-8	5	0	403	81.0	101	86	52	26	0	23	16	6	.272
Jackie Britt	0-10	.000	0	5.92	12-10	2	0	210	36.2	55	52	31	27	0	6	18	3	.306

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Golf shoots way to second place in New Hampshire

By Otie Hart
Sports Editor

The Middlebury golf program is undergoing a tremendous renaissance of late. The squad finished second last week at the Franklin Pierce International, losing to Worcester State by only three strokes.

Feb first-year Damon Gacicia won the tournament with a 79. Gacicia has consistently shot in the 70s this spring and looks to be one of the leaders in the golfing revolution.

"Damon had an excellent day on a very difficult course," senior captain Dan Kelley said. "To shoot anything under 80 at Shattuck is impressive—to do it with out the benefit of knowing the course is remarkable."

Kelley himself shot an 84. first-year Grant Thies shot an 86, followed by sophomore Chris Paul with an 88 and first-year Cary Costello's 94.

Despite the second place finish, the Middlebury linkers were disappointed with their play on Saturday. "It was a very difficult second-place finish for us," Kelley said. "It very much looked like we were going to win, up until the last scores were posted. I think everyone of us felt like we had left two or three shots out on the course."

The Franklin Pierce Invitational was played on the Shattuck in western New Hampshire, a course infamous for high scores and broken hearts. "All of the holes at The Shattuck had names, which were posted on the signs next to the tee boxes," Kelley recalled. "After plunking a ball in the water on the 14th hole, I happened to look around and notice that my round had just drowned on 'Alcatraz.' A ridiculous grin formed on the face of one of my playing partners. He said, 'You know, no one ever escaped from Alcatraz.' I knew then that rest of the round would be extremely painful."

Instead of busting on to the collegiate scene like Beaney had hoped, I think we took small steps in the right direction.

—Chris Paul '01

Kelley overstates the teams difficulties. For a squad that was embarrassed on a weekly basis in the past years, Middlebury golfing is making a name for itself once again.

On April 24 and April 25, every team struggled through a weekend of tough weather. Fighting the cold and wind, the Middlebury squad actually walked of the course Saturday fifth out of 11 teams. "It was pretty respectable for a program that last fall would have finished either 10th or 11th against those same teams," Paul said.

Coach Bill Beaney, who will throw out the first pitch at a Redsox game this Saturday, gave the team a pep talk on Sunday morning before the matches. Apparently his hockey speeches are more inspirational than his golf ones. "It didn't help much," Paul revealed. "The only player to shoot better on Sunday was Damon, who went from a 82 to a 78."

The Middlebury squad finished sixth overall, not far behind Williams and Babson. "Instead of busting onto the collegiate scene like Beaney had hoped, I think we took small steps in the right direction," Paul explained. "The potential is there for us to excel. We just need to continue honing our games to the point where we are not making careless mistakes during a big round.

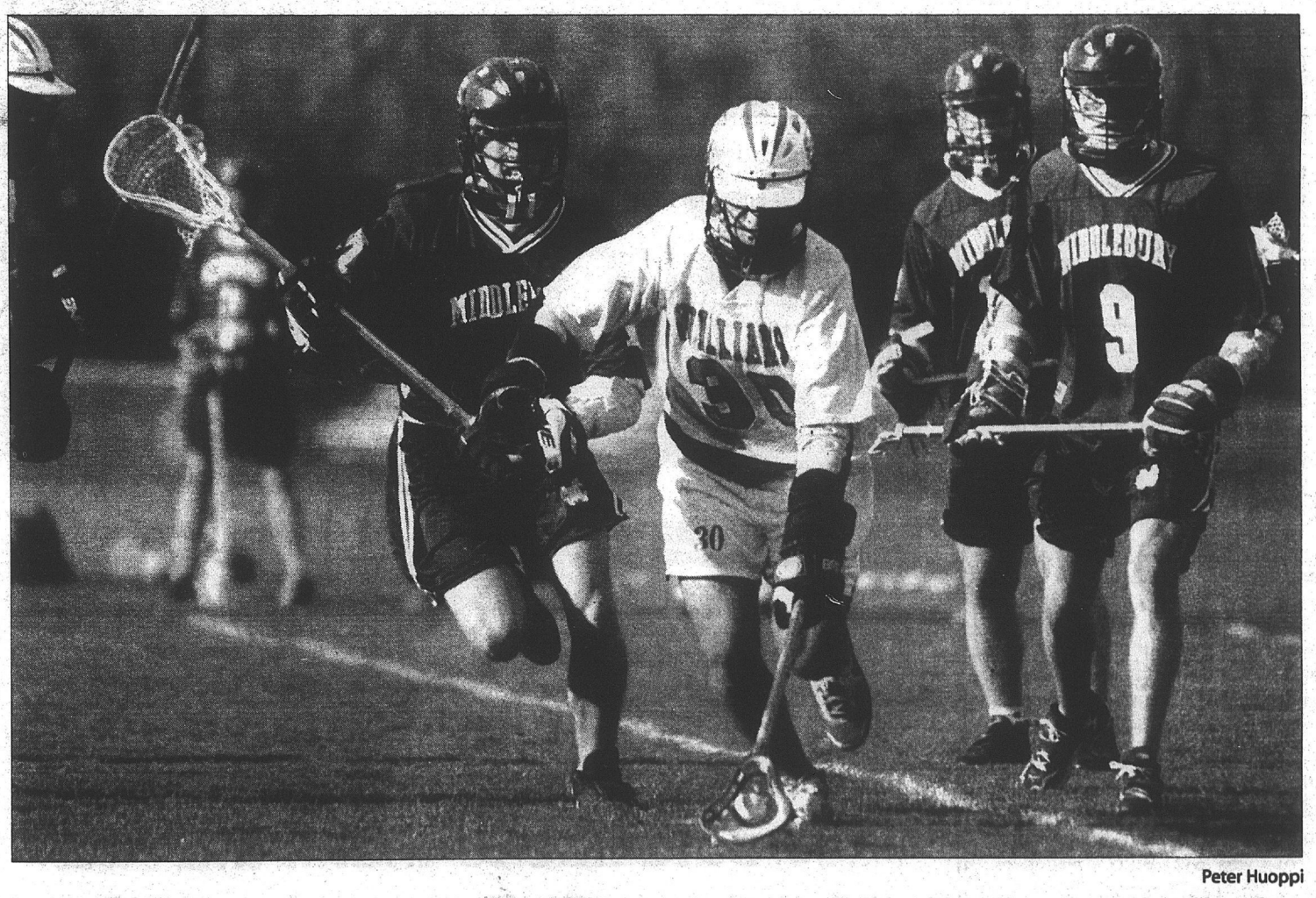
"I think the guys know how close we are and that's where the real frustration lies," Paul added. While they may not have busted out, the golf team certainly looks ready to bridge the gap from also-ran to NESCAC contender.

Golf Summary

Middlebury Team Score: 337

1. Damon Gacicia - **79**
2. Dan Kelley - **84**
3. Chris Paul - **88**
4. Grant Thies - **86**
5. Cary Costello - **94**

Running for his life



Peter Huoppi

Junior Derek Esposito *chases a Williams midfielder while senior captain Jon-Erik Borgen looks on. The Panthers caught up to the Golden Ephs and pounded them by a 19-7 score. The win virtually assured Middlebury of an NCAA tournament berth.*

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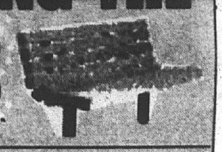

By Chris Morgan
Associate Editor

In "Wall Street," Gordon Gecko argued that "Greed is good"—Hartford, Conn., however, might disagree.

All the city of Hartford can currently support is a minor league hockey team and an arena football team, hardly the most popular of sports teams. Hartford desperately wants a professional sports team again.

Enter the New England Patriots, the on-again, off-again NFL franchise which has been threatening to leave Boston for years. Hartford, the city that cannot seem to learn its lesson, keeps thinking that the Patriots will leave Boston and cross the state line, bring wealth and success to the city of Hartford.

In November 1998, with dollar signs in his eyes, Patriots owner Robert Kraft reached an agreement with Connecticut Governor John Rowland to bring the team to Hartford. The deal instantly became an example of how badly micro-markets want sports teams and how easily owners can get whatever they want from these small cities.

Rowland promised Kraft a $374 million-dollar stadium entirely funded by the state of Connecticut, and completed by the 2002 season. Over 30 years Kraft would stand to make nearly one billion dollars through the stadium deal. The state went rabid, professional sports were returning to Hartford and would drag the city out of the recession which has persisted since the 1980s. Hartford, however, would soon find that it was merely a pawn in the hands of Kraft.

As Hartford continued to formulate its plans for a stadium complex under the name of Adrian's Landing, Kraft, the state of Massachusetts and the NFL were all working against the city.

The NFL expressed concern with Hartford's small television market—Boston is the sixth largest market in the nation—and stated that the Boston area is "optimal" for an NFL team. Kraft continued discussions with the Massachusetts legislature over a new stadium in the state. Connecticut officials maintained that the Patriots were coming to Hartford.

Then, in a whirlwind four days, Hartford's dream of an economic turn-around lost out to Kraft's desirability for increasing his wealth.

The Massachusetts legislature approved financing for a new stadium in the Bay State on April 27, and then Kraft, in a poorly veiled attempt to negotiate a better deal with Massachusetts, requested an extension on the deadline for agreeing to come to Hartford. When the state of Connecticut refused to extend the deadline, Kraft canceled the Hartford deal, agreeing to stay, achieving what he wanted all along, a better stadium in his home state.

Greed kept Kraft in Massachusetts and greed blinded Hartford to Kraft's real intentions. Greed, in the mind of the city of Hartford, is definitely not good.

Men garner berths for New Englands

(continued from page 39)
Championship performance in the 3000-meters, Jess Johnston '02 moved down to the 1500 meters on Saturday. With her time of 4:40.5, she ran to a third-place finish and earned a provisional invitation to Nationals. She has already qualified in the grueling 3000.

Amidst the many fine Panther performances, perhaps one could make a case of star-of-the-day for 5000-meter specialist Mike Cooley '01.

The track was smoking after the 800-meter competition. Middlebury's Annah Heitkamp '00 and Kate Irvin '01 were both narrowly edged at the tape by perennial national power Cheryl Makarewicz of Brandeis University. Heitkamp's time of 2:13.13 was good for second, while Irvin placed fourth in 2:14.00. Both athletes easily qualified automatically for Nationals.

Senior co-captain Chrissy Peterson finished fifth in the 400-meter hurdles (64.77). Peterson is currently ranked 11th in the nation.

Fellow Captain Jess Blake placed sixth in the 3000 meters with a time of 10:26.56.

Finally, in the javelin, Elissa Burnell captured second place (39.66 meters) while teammate Heather Langlois placed fourth (37.56).

"We had some great individual performances," Peterson said. "Hopefully, we'll have good weather next weekend, and hopefully, we can bring down our times. We have a lot of people who are still close to qualifying for NCAA's."

Springfield's non-scoring "last chance" meet was one of the more successful competitions for the Panther men in recent history, as numerous athletes established personal bests and qualified for post-season competition.

Andy Dixon '00 revealed just a glimpse of his seemingly limitless potential in the pole vault. His vault of 15'05" not only destroyed the field at Springfield, it was also a personal best and qualified him provisionally for Nationals.

Not to be overlooked was Eli Enman '00—pole vaulter-steeplecaser-1500-meter runner extraordinaire. His vault of 13'6" was a personal best and placed third overall.

Senior co-captain Adam Dreiblatt broke his own school record in the Hammer Throw. His toss of 55.42 placed second overall on Friday, and moved him up to ninth in the nation.

Craig Breen '00 finished eighth in an incredible 800-meter field that included national champion Geoff Getz of Brandeis. Breen's time of 1:56.52 was a personal best and qualified him automatically for next weekend's New England competition.

Von Craig '02 finished third in the 100 meters, with a time of 11.66.

Ben Pratt '01 continues to shave valuable time off of his 400-meter hurdle time. He finished second overall with his time of 55.04, and is on the brink of qualifying for Nationals.

After missing Division III New England qualification by one one-hundredth of a second two weekend's ago, Cisco Peschiera '01 put together an outstanding race and easily qualified for New England's. His time of 57.21 was good for seventh place on Friday.

Amidst the many fine Panther performances, perhaps one could make a case of star-of-the-day for 5000-meter specialist Mike Cooley '01. Cooley ran to an unprecedented 30-second personal best in the race, as his time of 16:09.74 left him on the brink of the sub-16 minute plateau. His 29-second final 200 meters propelled him to a 13th place finish in a strong field.

Not to be outdone by young Cooley, the men's 4x400 team promptly took the track as the clock neared 10:30 in the evening. A full moon ascending overhead and a bevy of rowdy Panther women making an inspirational appearance prior to their meet on Saturday, four Panther men—Pratt, Breen, Bill Coddington '99, and Krishna Moody '00—joined forces to sprint to a school record. These stallions finished in 3:20.91, just behind Amherst College but good enough to qualify for Open New England's.

"It was just a sick race," Pratt said. "We had a wicked good field to run with and we all just sucked it up. We had guys running sub-50s which is just sick—really sick!"

He continued, "I think we're all looking forward to running at Open New England's, so we can see where we stand in relation to everyone else. We're wicked ready to take on everyone else!"

Women ruggers empty bench in Castleton win

By Katy West
Staff Writer

The women's rugby team traveled to Castleton State on Saturday. In order to ensure that every player would get an adequate amount of time on the field, Middlebury president Morgan Porzio '99 and captain Lyndley Mercer '99 worked it out with the Castleton captain that the teams would play three periods, rather than the standard two halves.

It is incredible to see rookies playing in over half the game and playing good rugby to help lead us to a win.
—Morgan Porzio '99

This gave the Middlebury A-, B- and C-sides all a chance to play. The Middlebury A-side dominated the field during the first period. Rookie Sam Brenner '02 scored the first trie, with an assist from Maggie Sanders '01. Middlebury's second trie was also scored by a rookie, Ellie Wendall '02. Kicker Kendra Slater '01 kicked two successful field goals during this period.

The B-side entered the game for the second period and kept Castleton on the defensive. Jess Gigot '01 and Kristy Gonzales '02 helped keep the ball up field with their solid kicks. Wendall scored her second trie of the game. Middlebury's C-side did not let down for the final period.

They continued the pressure on Castleton State with solid playing and good technique. Rachel Faroane '02 made several aggressive runs and her team gave her support with successful rucks. Betsy McCall '99 moved the ball toward the trie zone with a 'Gary Owen' kick. Porzio commented, "It is incredible to see rookies playing in over half of the game and playing good rugby to help lead us to a win." The game ended as a shutout for Middlebury with a final score of 19-0.

The women's rugby team has finished its spring season and is looking forward to the upcoming fall schedule.

Panthers punch playoff ticket by beating Trinity

(continued from page 40)
tunately for the Trinity players, they ran into a pair of locomotives that have been unstoppable the entire year—senior A.J. Husband, and freshman Tyler Conrad.

Husband started game one on the mound for the Panthers and pitched what will probably go down as the game of his career. He mowed down 13 Trinity batters, while walking only three in seven innings, and did his part to make sure the Bantams had no chance in this one.

John Pless '99 did the damage at the plate with a bases loaded double which sparked a seven run fifth inning for Middlebury. That was all they would need, as the final tally was 7-3.

Asked to describe his feelings after the win, senior Brian Coates could say only utter word: "ecstatic."

His feelings were definitely shared by his mates, but their business was not quite finished as they now faced an enraged Trinity squad in game two. Unfortunately for the Bantams, their play in game two was highlighted by the ejection of their manager, as freshman ace Tyler Conrad took control. Conrad fanned an amazing 11, while not walking a single batter in seven innings. It was truly a clinic, as the Bantams never manufactured any offense. The final score was 6-2. With these two wins, the Panthers assured themselves of a bid in the upcoming ECAC tournament.

Co-captains Maletis and Mark agreed that this was "the greatest moment of [their] careers." When asked to expound on his feelings, Mark said, "I am just really proud of every player on this team right now. We've accomplished something this year that no one thought we could, and I have to give the team and Coach Smith all the credit in the world."

Mark himself deserves a lot of that credit, as he ended the regular season leading his team in every major offensive category. Congratulations to the team and good luck in the playoffs.

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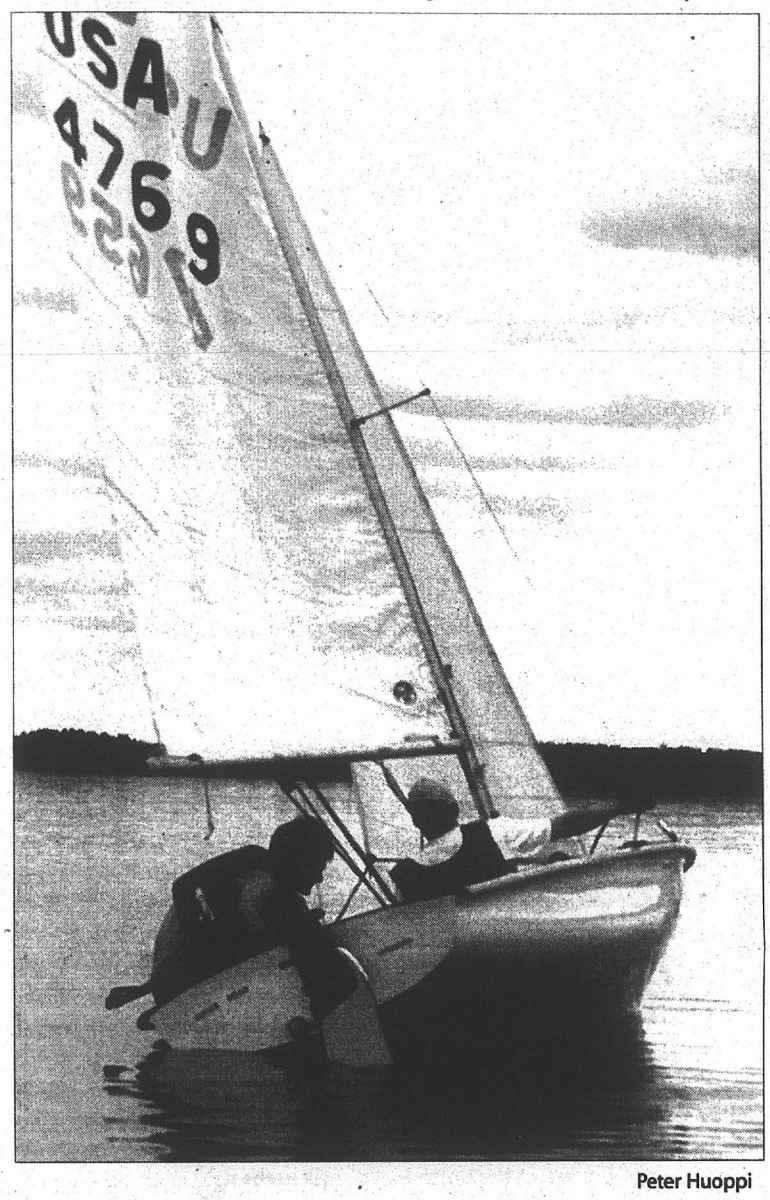
Sailing team victimized at New England Dinghy Tournament

By Peter Huoppi
Photography Editor

If any member of the sailing team didn't believe in karma, their minds have probably been changed after this weekend. Coming off of a resounding win at Williams the past Saturday, skippers Jason MacMurray '99.5 and Chris Morgan '00 felt confident in the team's chances of securing a berth in the New England Championships.

A top-four finish was all it would take in order to obtain the opportunity to compete for the Coast Guard Alumni Bowl. The team knew it would be no simple task, however, with a field featuring Bowdoin College and the host University of New Hampshire. The rest of the field was rounded out by Massachusetts Maritime Academy, University of Southern Maine, Roger Williams University and Brandeis University, all teams that Middlebury has defeated at one time or another.



Peter Huoppi

Junior Jason MacMurray practices for Portsmouth on Lake Champlain.

With a history of disappointments that dates back to the team's conception, Middlebury's sailors should have known better than to set their hopes too high. The first sign that the weekend might be less than successful occurred in a New Hampshire traffic circle hours before the regatta was set to begin. Showing a lack of judgment that heretofore had only been apparent on the water, Pete Huoppi '00 over-estimated his ability to merge with the rotary's traffic. A local driver, obviously angered by Huoppi's ineptitude behind the wheel, called attention to the offensive maneuver with a long beep of his horn. First-year crew Hillary Munson responded with a happy wave, mistaking the other driver's outstretched finger as his own way of telling the team "you're number one."

Showing a lack of judgment that heretofore had only been apparent on the water, Pete Huoppi '00 over-estimated his ability to merge with the rotary's traffic.

The winds on Lake Champlain had been blowing over 20 knots all week, so this weekend's team had become well versed in the art of heavy-air sailing. The week's final practice was held jointly with the University of Vermont sailing team, and the heavy winds left Morgan and Huoppi swimming in the lake on several occasions.

The conditions that morning at Mendum's pond were not exactly what the team had hoped for. A light breeze filtered in from the east, barely stirring up ripples on the pond. The geography of the surrounding area caused the winds to swirl in several directions, often shifting by ninety degrees within a matter of feet.

One would have expected UNH to possess a complete home-team advantage, but it did not show through as they finished the first day in third place, three points behind Bowdoin. Middlebury struggled early with several fifth and sixth finishes, consistently beating both Brandeis boats. With both divisions sailing on the same course, competition was tight throughout the fleet. Races were often decided based on who chose the correct side when the wind decided to shift. In the A fleet, MacMurray and Munson were able to take advantage of some of these shifts to finish as high as third. Morgan and Huoppi put together two fourth-place finishes, often coming in ahead of MacMurray and several other A boats.

The team might have finished the day in close contention for fifth place, had it not been for a series of protest hearings that disqualified the B boats from Middlebury and Southern Maine. Hoping to make an early lay to the mark in the third race, Morgan and Huoppi tacked into a group of boats still on starboard tack. Realizing their only recourse was to tack back, the pair quickly rolled away before they could foul any of their competitors. The skipper of the USM boat veered away more with more than two feet separating the two slow-moving boats, claiming he needed to do so in order to avoid a collision. Huoppi retorted with some rude remarks, angering the obviously sensitive skipper. The USM sailor informed Morgan of his intent to file a protest, and after several seconds of consideration, Morgan and Huoppi did their penalty turns.

Later in that same race, the same two boats had a slightly closer encounter. This time, Morgan and Huoppi had the right of way, but the USM boat seemed intent on coming as close as possible. Just as the boats were crossing, a sudden puff rocked the Middlebury boat, causing the two masts to collide. Ignoring the Morgan's protests, the USM sailor continued to sail on. A third encounter occurred as the two boats were approaching the windward mark. The USM boat was not going to make the mark, and tacked in front of the Middlebury boat, forcing Morgan to steer away. Though he was in blatant violation of the rules in both cases, the USM sailor continued on his way, finishing ahead of both Middlebury boats.

In the protest hearings at the end of the day, Morgan was forced to embroil himself in three bitter arguments. The judge found in favor of Middlebury in two of the cases. But in what Morgan called "the worst sportsmanship I have ever witnessed," USM protested Middlebury for waiting too long to do their circles. Making a broad interpretation of the rules, the judge found in favor of USM, and disqualified both teams from the race.

Trailing Roger Williams University by eight points at the end of the day, the team set out to find lodging for the night. Cozying up in a hotel room in Portsmouth, the sailors settled down for some rest, hoping to improve their performance the next day.

The team rose early the next morning hoping to jump-start the day. If not to make one of the qualifying spots, Middlebury hoped simply to salvage some dignity. All

(see Portsmouth, page 33)

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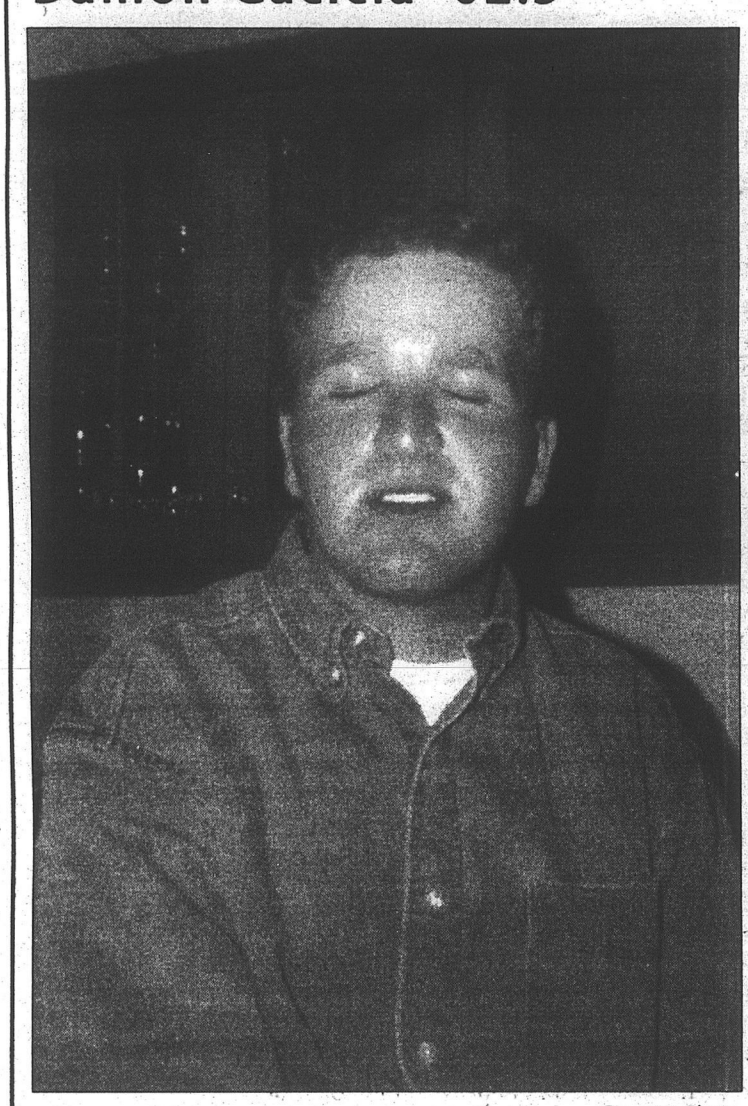
Athlete of the Week:
Damon Gacicia '02.5



Courtesy Photo

Gacicia heads Middlebury's new class of premiere young golfers.

Gacicia finishes first at Franklin Pierce Invite

By Nick Jocelyn
Assistant Sports Editor

Damon Gacicia '02.5 will say that he has not been playing his most consistent golf during this spring season, but his performance last weekend could have been some of his best.

His 79, including shooting one under par for the final six holes, earned him a first place finish at the Franklin Pierce Invitational on Friday. His play also helped the Panthers finish second as a team, behind Wooster St. University.

"This is the first tournament where we played really well," Gacicia said. "We have a young team...so this is a starting off point for next year."

The Middlebury men's team does have five freshmen and five sophomores on their roster, but success like this has their confidence growing and the team's hopes rising.

Gacicia, the top golfer on the Panthers' squad, has played a large part in building this confidence. He will talk of some recent inconsistencies in his golf game, but he has been a solid force throughout this short season.

"My game is off and on," said Gacicia. "I'm either hitting the ball well and not chipping and putting, or I'm chipping and putting well and not hitting the ball."

At the Franklin Pierce Tournament, though, he was able to combine both his short and long games to shoot a 43 and a 36 on the front and back nines, respectively. His late charge on the final six holes secured his one shot victory.

Damon began golfing at the age of five at his father's country club and started competing in tournaments when he was eleven. He continued playing in high school, at the Delbarton School in New Jersey, where his team often placed among the top three schools in the state.

His senior year was his strongest season, averaging 37.5 strokes per nine holes and finishing number 12 overall in the state tournament.

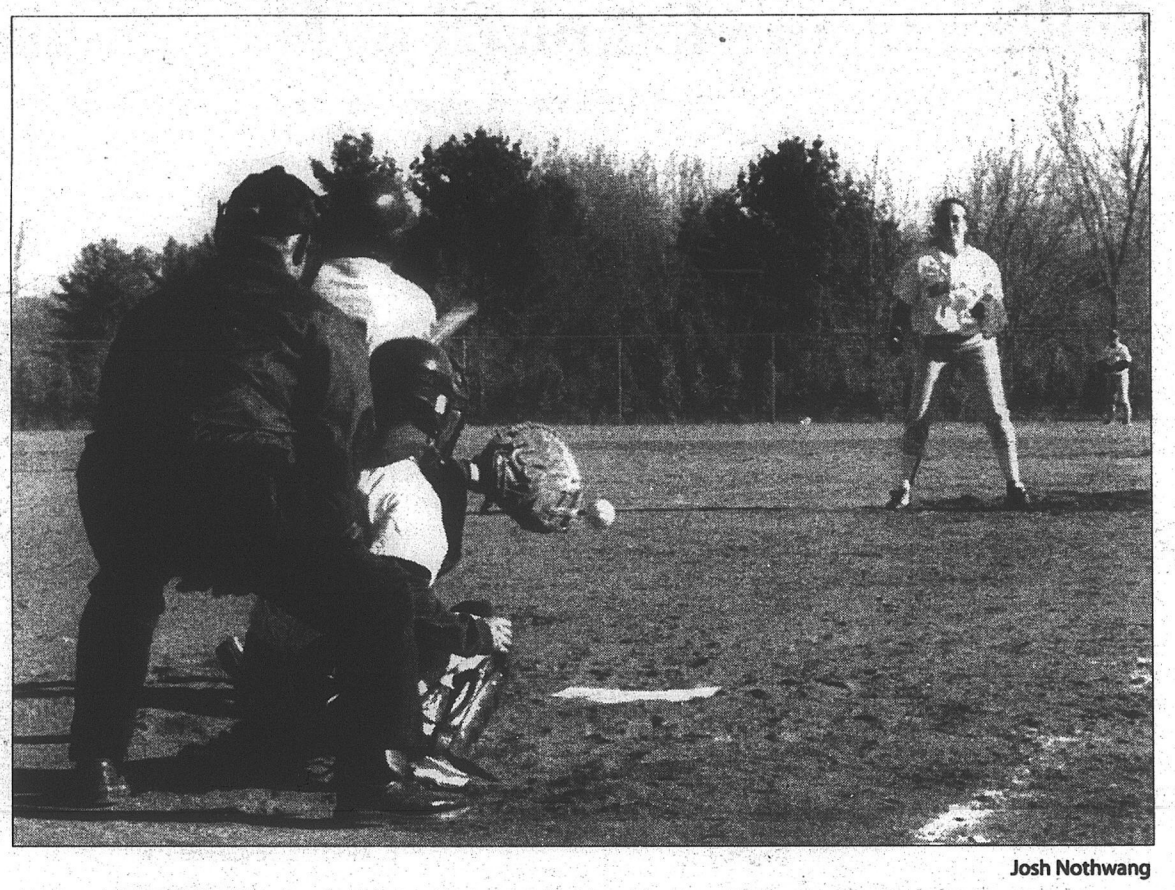
Even though he enjoyed all of this success in high school, Gacicia never felt the team unity that he feels with this Panther team.

"Dan Kelly '99 and Chris Paul '01 do a lot for the team. They show a lot of leadership, and they have brought us together as a team," Gacicia said.

In a sport that is known for its individual achievements, Gacicia says that this emphasis on the team is one of the reasons that he has so much hope in the future of the Panthers. Kelly and Paul have organized such events as team dinners that have built the team's chemistry.

As the team matures, the Panthers will benefit greatly from this team unity, and if Gacicia continues his strong play, they will be a tough team to beat in the years to come.

Gacicia will premiere his exciting game for the home crowd at the Duke Nelson Invitational Golf Tournament this fall.



Josh Nothwang

First-year Michaela Love throws a strike against Lyndon State last week. The Panthers lost the game 15-9.

Softball posts second win of season

By Otie Hart
Sports Editor

The softball team earned its second road win of the season this weekend, beating Southern Vermont 11-7 on Sunday to improve to 2-16.

Softball

Thursday, April 29

Lyndon State	15
Middlebury	9

Saturday, May 1

Middlebury	0
Norwich	6

Saturday, May 1

Middlebury	3
Norwich	6

Sunday, May 2

Middlebury	10
Southern Vermont	11

Sunday, May 2

Middlebury	11
Southern Vermont	7

Junior Riann Siciak had a monster week at the plate, batting .637, including a home run in the victorious fifth game against the Mountaineers of Southern Vermont.

The week has a poor start against the Lyndon State Jackets with a 15-9 last Thrusday. The Panthers committed eight errors in the loss, allowing seven runs in the top of the second. Middlebury did get 11 hits on the day, led by Siciak, who was a perfect 4-4 with three runs scored. First-year Michaela Love pitched 5.2 innings in relief and then went 4-4 at the plate as well. Love, who did not bat for the Panthers in her first couple starts, now has become one of the strongest hitters on the squad.

The Panthers traveled Norwich last Saturday to play a double-header against the Norwich Cadets. The offense never got going for Middlebury, as they managed only four hits in a 6-0 shutout loss. Senior Jackie Britt pitched well, allowing four earned runs in six innings, while walking only two batters. Siciak again led the Panthers at the plate, going 2-3 in the loss.

The second game was also tough for the Middlebury squad. It started out positive with a three run first inning. Norwich, however, had their own three-run eruption in the bottom of the third before winning comfortably 6-3. The Panthers played excellent defense in the game, committing only one error in the field. Love took the loss, but also went 1-3 at the plate with two RBI.

The Panthers' play got better as they traveled south. Last Sunday, Middlebury played a double-header at Southern Vermont College in Bennington, Vermont. The Panthers put up a combined 21 runs in the seven innings, while pumping out 32 hits. In the first game, Middlebury took the Mountaineers to extra innings, but lost in the bottom of the eighth 11-10. Junior Hillary Guttman went 4-5 in the loss, while fellow classmate Shani Herzig went 4-4. Errors hurt the Panthers. They allowed Southern Vermont only six hits in the eight innings, but gave up seven unearned runs due to four errors. Southern Vermont did not do much better, committing five errors and allowing six unearned runs.

Finally, on the last game of the week, the Panthers broke through into the win column after a couple near misses. Midd put up runs consistently throughout the afternoon, scoring in every inning but the second to win 11-7. Siciak hit a home run and went 3-5 at the plate. Love picked up the win, throwing five innings in relief, walking no one and allowing three earned runs. Herzig batted in four on two singles and a sac fly. Each team played pretty poorly in the field, making six errors a piece and allowing a combined nine unearned runs. Senior Janice O'Neil went 2-4 with a triple to aid the victory.

Williams victory earns Panthers playoff bye

(continued from page 40)

regrouping after their previous wins.

"It was kind of a taper practice, and our goal was strong defense in the midfield," Foote commented. In her last regular season game of her career, Heidi Howard '99, not only scored her 50th goal of the season, but added five more, and finished with seven goals and one assist for the game. "Heidi's poise is what you need in these kind of games," Foote noted.

Julia Bergofsky '02 also helped her team lead 7-3 at the half by adding a goal as well.

The Ephs came back with two quick goals at the beginning of the second half to bring the score to 7-5, but the Panthers did not back down, as they scored nine of the last twelve goals to win 16-8. Heidi Dripps '99, a defensive wing, and Betsy Wheeler '01, contributed to the win by adding three goals a piece. Dripps proved her talent with her ability to make the transition from defense to offense.

Foote attributed part of the win to the defense. "Our defense in the midfield was incredible," Foote said. "It caused mistakes by Williams, and we capitalized on those mistakes."

Dana Chapin '02 agreed with coach Foote, commenting on the number of turnovers made by Williams in the midfield.

Howard deserved to be named the NESCAC player of the week for the third time this season, as she has scored 13 goals in the past two games. As tri-captain, she led her team to a 14-0 undefeated season.

The Panthers are working hard in practice all this week, to prepare for their quarterfinal game this Sunday, May 9 at 1:00 p.m., at Youngman field. This will be their sixth consecutive appearance in the NCAA tournament. Because they were one of the top four teams, Middlebury received a bye into the first round.

When asked how they were preparing for the rapidly approaching tournament, coach Foote stated that her main goal was "to tighten the noose a bit, so we are prepared and tournament play seems easy."

Ephs, Bobcats fall prey to Panther onslaught

By Otie Hart
Sports Editor

The whole thing seemed unfair. Ephs and Bobcats tried valiantly to take down the Middlebury Panthers men's lacrosse team this week, but never realistically had a chance of defeating the group of offensive animals. Williams provided a small challenge before falling 19-7, while Bates became cat food, losing 20-3 to a Middlebury squad who finished the regular season on a 10-game winning streak.

Men's Lacrosse

Wednesday, April 28

Middlebury	19
Williams	7

Saturday, May 1

Bates	3
Middlebury	20

The Panthers finished the season ranked sixth in Division III with a 12-1 record and will almost certainly make the NCAA playoffs. The only scenario-creating drama is whether or not Middlebury will have to play a first round game.

On April 28, the Panthers traveled down to Williamstown, Mass., to take on the 17th-ranked Williams Golden Ephs. Middlebury's archrival needed to pull off an upset to maintain any sort of hope of making the playoffs. The Panthers gladly crushed that prayer, destroying Williams 19-7.

Sophomore Holt Hopkins led the Panther attack with four goals and two assists. Hopkins' future looks bright, as he led the Middlebury men with 32 goals on the season. His 12 assists ranked second on the team behind senior Adam Pascal's 13 dishes.

Pascal added three goals and three assists on the day to equal Hopkins' six points. First-years Zach Herbert and David Seeley also scored hat tricks. The two also had an assist a piece.

Goalie David Campbell was rarely challenged, thanks to a strong defense. He stopped 11 of 18 shots for a .611 save percentage. In lieu of the blowout, Campbell gave way to rookie Patrick O'Reilly with 10 minutes left. The first-year back-up did well, stopping all of the three shots he faced.

Two days later, the Panthers took on the defenseless Bates Bobcats at home—a matchup that lived up to expectations. Middlebury devoured the smaller felines, 20-3. The score was 11-0 nothing at halftime, when coach Erin Quinn mercifully put in his back-up squad. This did little to control the wreckage as the understudies scored nine more times to completely embarrass a overmatched Bates club.

Hopkins again led in scoring, netting three goals while dishing out an assist. Senior captain Jon-Erik Borgen also scored three times in the first half to give the Panthers their insurmountable lead. Junior Curt Goldman and senior Todd Fryatt scored two goals and one assist a piece, all in the first half. Fryatt is third on the team with 15 goals.

Back-up first-year Peter Albro took full advantage of his playing time, also scoring a hat trick. It was only Albro's fourth game, but he showed the composure of a veteran warrior.

The defense proved Bates to be offenseless as well as defenseless. Campbell faced only three shots in the first half, an incredible number for college lacrosse. O'Reilly came in at the half and only faced eight more, allowing three goals.

The Panthers hope to host a quarterfinal game on May 15, but there is also a chance Middlebury will not gain the first round bye. Seeds will be announced on Sunday.

The Panthers are looking to make their third straight appearance in the Division III NCAA playoffs, where last year, they became the first New England school to win a tournament game. The talented Middlebury squad beat Ithaca College on the road, but then fell to perennial powerhouse Nazareth in the quarterfinals.

With Campbell playing well and some home field advantage, this could be the Panthers' year.

Peter Huoppi

Defenseman Jed Raymond '00 pursues a Williams player during the Panthers 19-7 shallacking of the Ephs.

Women finish fourth at Division III New Englands

By Scott Cacciola
Staff Writer

The Middlebury track teams competed with new-born intensity this past weekend at Springfield University. While the women labored their way to a fourth place finish at the Division III New England Championships, the men were able to garner a number of births—er, berths—for next weekend's New England Championships.

While head coach Martin Beatty and wife Barb were in Burlington waiting...and waiting...and waiting a little bit more for the birth of their bouncing baby boy, Pearson Beatty, the women were in a nip-and-tuck battle with Williams, Wheaton and host Springfield on Saturday. Unfortunately, the Panthers were in fourth position at the end of competition.

After successfully clearing 5'10" in practice last week (leaving many of the men's high jumpers in awe), All-American Kristy Laramee '01 looked to Saturday's competition as an opportunity to make a statement in real competition.

Her jump of 5'10.50" not only blew away her competition by four inches, but she also established a Middlebury school record, solidified a top national ranking and left just two inches between herself and the 2000 Olympic Trials.

"6'0 1/2" is definitely the goal," Laramee said, "but I'm not going to make any predictions.

Laramee has not only remained undefeated during the outdoor season, she has decimated her competition. The sophomore, however, is not about to let her focus slip.

"Now I'm coming into the championship season and I'm going up against some really good girls," she said. She points to next weekend's ECAC Championship as a good example.

"Last year's outdoor national champion—she also won indoors, this year—will be there, so there's some really good competition. That's a motivating factor."

Other Middlebury athletes recorded notable results, as well. After last weekend's NESCAC

(see Men, page 36)

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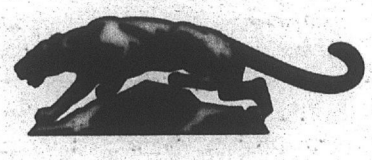
Panther Lacrosse Calendar

@ = Away games

Women's games shaded



April	5	6 @Union 9-5 (5-1) @Union 16-10 (5-0)	7	8	9	10 @Amherst 12-6 (6-1) #Amherst 11-8 (6-0)
11 #Williams Smith Coll. 18-14 (7-0)	12	13	14 UVM 10-6 (7-1) @St. Lawrence 17-6 (8-0)	15	16	17 Bowdoin 13-10 (8-1) Conn. Coll. 15-7 (9-0)
18	19	20 @RPI 15-10 (9-1) %Trinity 13-11 (10-0)	21	22	23 Bates 15-4 (11-0)	24 @Trinity 18-6 (10-1) Bowdoin 10-5 (12-0)
25	26 UVM 21-7 (13-0)	27	28 @Williams 19-7 (11-1) Williams 16-8 (14-0)	29	30	1 Bates 20-3 (12-1)

Baseball earns first ever post-season berth

ECAC tournament bid marks first playoffs in 119-year history

By Brady Priest
Staff Writer

The Middlebury baseball team has accomplished the impossible! For the first time in 119 years, a Panther baseball team has made it to the post-season. The college will be represented this weekend in the eight-team ECAC tournament at Bridgewater State University in Bridgewater, Mass.

Baseball

Thursday, April 29

Norwich	5
Middlebury	28

Saturday, May 1

Middlebury	1
Skidmore	6

Saturday, May 1

Middlebury	10
Skidmore	3

Sunday, May 2

Trinity	3
Middlebury	7

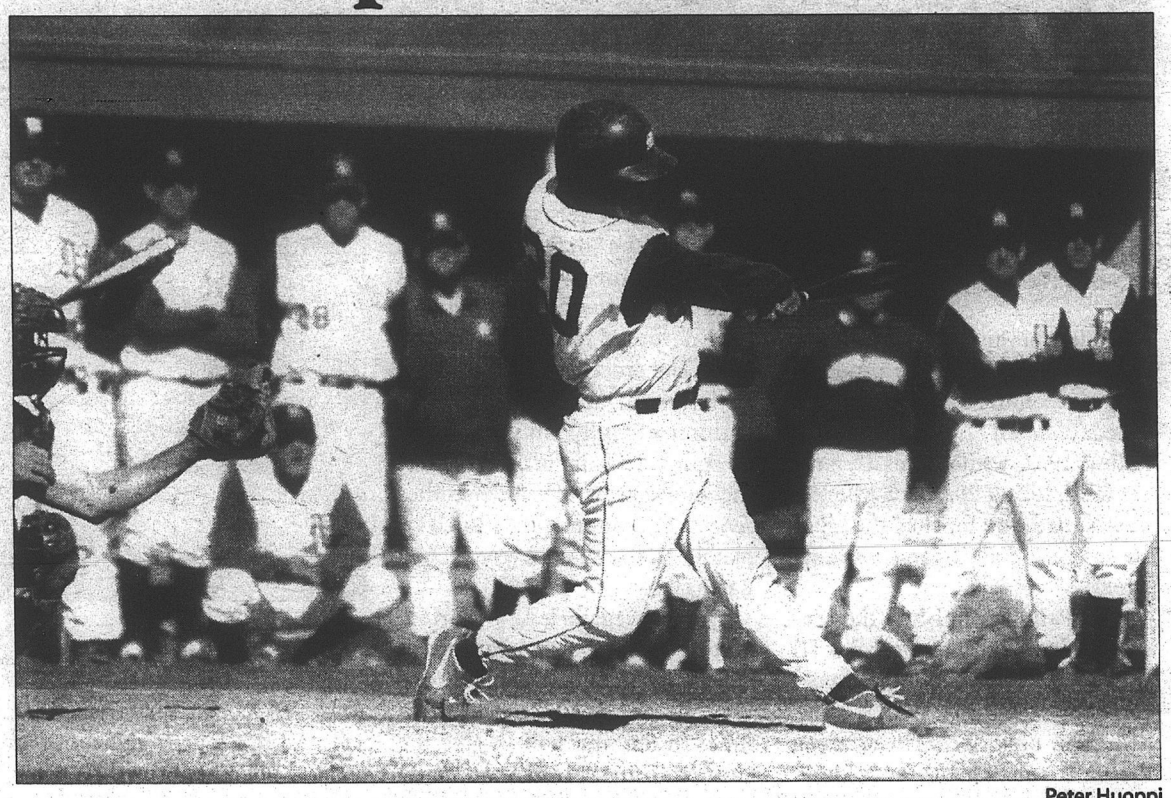
Sunday, May 2

Trinity	2
Middlebury	6

It has been a remarkable year for Middlebury baseball, as the team went from a 10-14 finish last year, to a record-setting mark of 20 wins to only nine losses this season. The Panthers earned their berth as the sixth-seed in the tourney this past week with a pair of wins over nationally ranked Trinity College, a split with a tough Skidmore team, and a blowout of intra-state rival Norwich University.

The week began last Thursday with a visit from the Cadets of Norwich. It would be an understatement to describe Norwich's reception as unfriendly, as the Panthers drubbed their fellow Vermonters 28-5. The offense was highlighted by a 15-run fourth inning, and a trio of Panther batsmen: co-captain John Maletis '99, John Dickie '00.5, and freshman standout Brian Hamm. The three players went a combined 11-16 on the game, with an amazing 16 runs batted in. Also notable was senior John Pless' 0-0 performance in 3 plate appearances, as he was hit by a pitch in every one of his trips to the plate. Coincidentally, Pless is a native of Dorset, Vt., and may have drawn the ire of the Cadets because of his choice of college.

Next up for the Panthers was a trip to Saratoga, N.Y., for a doubleheader at Skidmore College. Skidmore was a relatively unfamiliar opponent for the Middlebury squad. The Thoroughbreds used this anonymity to their advantage, taking game one from the Panthers 6-1. The game began with a bang, as senior stalwart Ethan Mark hit his team leading sixth home run of the year in the first inning.



Peter Huoppi

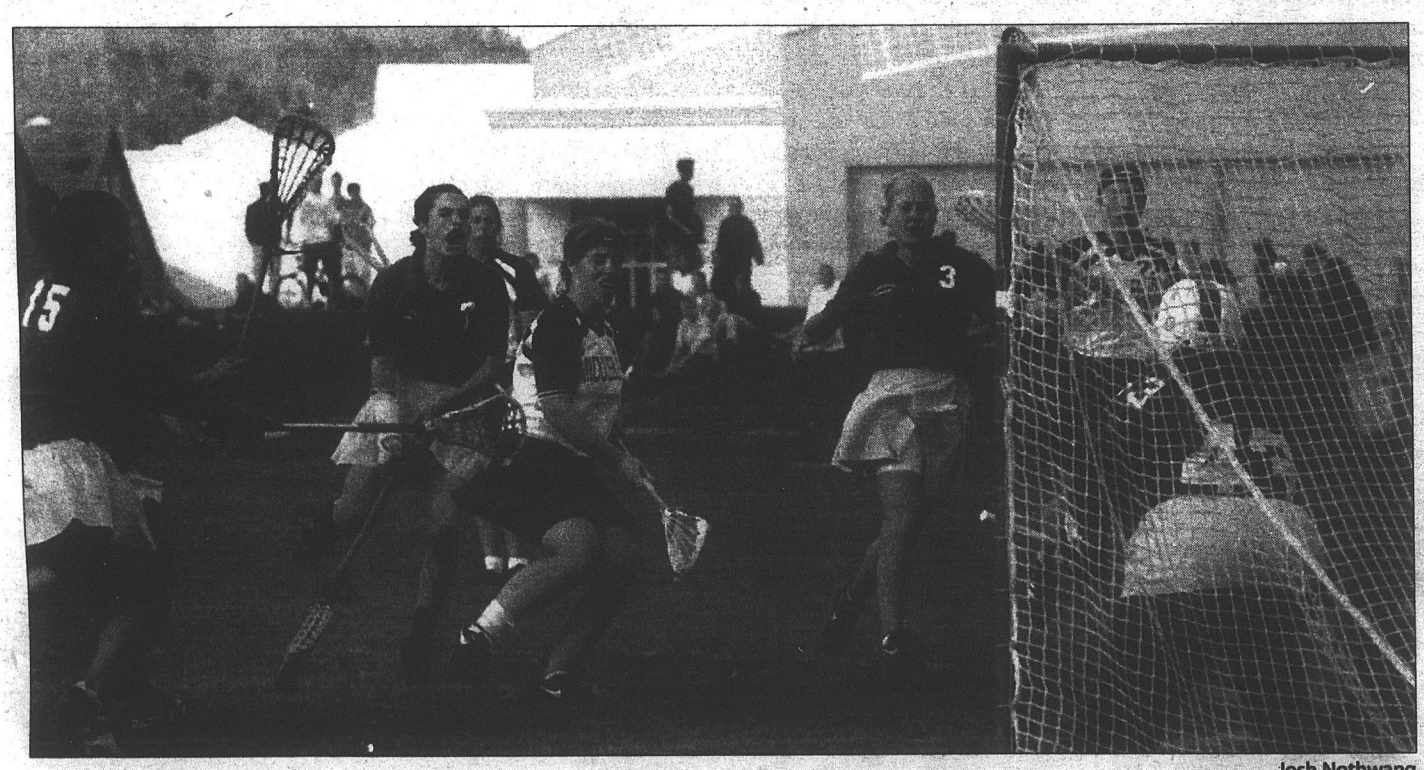
Senior Brian Coates takes a mighty cut during a game last week. Coates helped the team make its first-ever playoffs.

It was all downhill from there for Middlebury, as they failed to score again in the game, and recorded only six hits. One good thing for the Panthers, however, was the triumphant return of senior fireballer Scott Dudley. Dudley, coming off of an injury that has haunted him since spring break, pitched two scoreless innings and went on to pitch all of game two.

The second game, on the strength of Dudley's revitalized arm, was a different story. Middlebury asserted themselves in this one to the tune of a 10-3 win. Indeed, Dudley went the distance for the Panthers, striking out seven and allowing only five hits in seven innings of work. The offense was dominated by the first half of the order, with Maletis, Mark, Matt Blake '01 and Joe Exner '00 combining for eight of Middlebury's 13 hits. Co-captain Mark stayed hot with his seventh home run of the year, and ran his RBI total to a team leading 27.

The final two games of the weekend, played last Sunday, May 2, will be remembered in Panther baseball lore for years to come. Middlebury came into these games knowing that they needed at least a split against the Bantams of Trinity. The Bantams were ranked 14th nationally, and second in New England in the latest polls. They were in desperate need of a couple of wins as they planned on entering the NCAA tournament in the weeks to come. Unfor-

(see Panthers, page 36)



Josh Nothwang

Senior Heidi Howard uncorks a hot against Williams last week. Howard scored seven goals against the Ephs and Middlebury won 16-8.

Women's lax earns first round bye in NCAAs

By Kate Clark & Cally Sprague
Staff Writers

As music blared and the Williams women's lacrosse team prepared for last Wednesday's game, a huge cheer erupted as the Panthers took the field, and showed the determination and desire it would take to win this game.

Women's Lacrosse

Tuesday, April 20

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Middlebury	16

Wearing purple and gold, the Williams' Ephs faced the toughest competition they would meet this season. The match up between the number two ranked Panthers and the number five ranked Ephs, was the game to watch for the Division III league. It was obvious that this game was going to be the biggest women's lacrosse game the Panthers would encounter this season.

Williams, until this year, had defeated Middlebury in the regular season for the past four years.

"They had always been our nemesis," commented coach Missy Foote. But the history books were rewritten as the Panthers emerged victorious, crushing Williams 16-8. After the whistle blew, Middlebury accomplished its goal to intimidate their opposition and to score the first goal.

The Panthers did not have much time to prepare after coming back from playing four games in six days. The practice the day before the game, Middlebury anticipated their up coming battle against Williams, but did not dwell on it and instead focused on

(see Williams, page 38)

Lanoue cycles to first in east

By Otie Hart
Sports Editor

February first-year Marc Lanoue finished first in the Eastern Coast Cycling Conference's championship road race last Saturday. The win qualifies not only Lanoue, but the entire Middlebury cycling club for the national competition to be held May 15-16.

Lanoue, a graduate of Deerfield Academy, finished in the top 10 all year long at collegiate races and at United States Cycling Federation races before his astonishing win at ECCC's.

The race took place in Allentown, Penn., and was hosted by Penn State University. The road race was 41 miles long–short for a championship race, but painfully tough. The course was 13 three and a half mile laps with a mile-long climb, every lap. "It was the hardest course I've ever ridden," Lanoue said.

Lanoue finished the course in 2:05, beating out 55 other A riders, including Jacob Hacker of Yale and national team rider Robbie Dapice of Dartmouth.

During the second to last lap, Hacker, Dapice and Lanoue broke away from the pack of six leaders and sprinted for the finish line. Hacker ran out of speed and Lanoue barely outraced Dapice to the end.

"This is definitely one of the biggest wins in my career," Lanoue said.

Lanoue will now go on to compete at the Division II championships. This is the first year the national competition has been divided into two divisions.

Lanoue hopes that Middlebury's success this year in cycling will encourage more students of the college to come out for the team next year.